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Intercultural Encounters: Creating Purposeful Interactions between Domestic and International Students

Tanya Missere Mihas
tmissere@uwo.ca

Abstract

Considering that internationalization has become an important component of many universities' strategic plans, universities might want to expand efforts to increase Internationalization-at-Home initiatives. With the increasing number of international students on Canadian campuses, an opportunity exists to enhance both domestic and international students' understanding of global issues and their impact on societies throughout the world. The Problem of Practice (PoP) addressed in this Organizational Improvement Plan (OIP) is leveraging the opportunity to create purposeful interactions between domestic and international students within a small, yet divided, University College. Foundational to this OIP are leadership approaches, including systems, adaptive, and distributed leadership, that are employed to identify patterns and implement change. Using Bolman and Deal's (2017) four frames, an analysis of the current situation is reviewed to assist in determining the change process. In considering change drivers, the STEEPLED approach (Cadle et al., 2010) is applied as it provides a thorough examination of multiple aspects for consideration. Change readiness is also deliberated, often in tandem with change drivers. The chosen solution is the creation of purposeful interactions via extracurricular activities for all students as well as co-curricular activities for students in the School of English, while also staying the course of continuing to look for opportunities for purposeful interactions for degree students. The framework for leading change and proposed solution are based on Complex Adaptive Systems and the Change Path Model (Cawsey et al., 2016), while the implementation, monitoring and evaluation methods include the Change Path Model, the PDSA Model and the Program Logic Model.

Keywords: purposeful interactions, internationalization at home, global citizens, systems leadership, adaptive leadership, change drivers

Executive Summary

The Problem of Practice (PoP) addressed Organizational in this Improvement Plan (OIP) is leveraging the opportunity to create purposeful interactions between domestic and international students within a small, yet divided, University College. With the increasing number of international students on Canadian campuses, there is an opportunity to enhance students' capacity to become global citizens. Developing globally minded students in this time of globalization is seen by many as a responsibility of higher education (Calloway-Thomas et al., 2017; Killick, 2015; Leask, 2015; Murray-Garcia & Tervalon, 2017; Rathburn & Lexier, 2016). Research has shown that for people to have a better understanding of and to gain empathy for one another, it is important for them to do something together (Allport, 1954; Calloway-Thomas et al., 2017; Killick, 2015). Additionally, further studies have indicated that in doing something together, there are certain conditions that need to be met for the interactions to be able to communicate effectually and appropriately with those different from oneself; these conditions include having interactions that are purposeful, without power disparities between participants, and monitored by some authority (Allport, 1954; Amos & Rehorst, 2018; Killick, 2015).

Chapter 1 provides a context overview and reflects on leadership positions and lenses. The institution wherein this OIP is nested, Key University College (a pseudonym), is affiliated with a mid-sized Ontario university and provides degree courses and programs as well as not-for-credit offerings, including English language pathway programs and student life programming. While the two majors offered through degree studies have very few, if any, international students, the School of English (SoE) is mostly comprised of international students. With our University College advocating for greater student involvement due to our smaller community size, it would seem logical for the degree and the pathway programs to be able to work together to provide students with a variety of global perspectives, especially when one considers that the two majors are related to social services. Using Bolman and

Deal's (2017) four frames, an analysis of the current situation is reviewed to assist in the determination of the change process.

In Chapter 2, an examination of the leadership approaches to change, change drivers, and change readiness is presented. Because of the complexity of our context and the dynamics surrounding internationalization efforts on our campus, seeing the big picture is required; thus, systems leadership begins the process of identifying patterns which then moves into adaptive and distributed leadership models to foster the change process. In considering change drivers, the STEEPLED approach is used as it provides a thorough examination of multiple aspects for consideration. Change readiness is also considered, often in tandem with the change drivers. Presently, there are indicators that this is a good time to move forward with the creation of purposeful interactions between domestic and international students, whether it be through extra-curricular, co-curricular, and/or curricular endeavors. The framework for leading change and proposed solution are based on Complex Adaptive Systems and the Change Path Model (Cawsey et al., 2016).

Chapter 3 provides an overview of the implementation, monitoring and evaluation methods as well as the communication plan for the proposed solution. The Change Path Model, the PDSA Model, and the Program Logic Model are considered with regards to the implementation, monitoring and evaluation of this OIP. Because of the political issues at play within our context, the implementation plan for generating purposeful interactions will result in a co-curricular credential for students within the SoE, while also providing extra-curricular activities for domestic students in degree studies, preparing the way for a co-curricular credential when the academic staff believe the time is right. As part of the implementation strategy, staff in the SoE and in Residence and Student Experience will build upon work already being done in their areas to ensure that current and future interactions meet the required criterion for purposeful interactions. As a part of the communication plan, KUC's senior leadership team will be kept abreast of the project and small wins will be celebrated along the way. Having most of the work being done by student-facing staff while having the support of senior leadership may help, in time, encourage staff and faculty to get on board with this initiative.

The OIP closes with a reflection on the increased understanding of the workings of and rationale behind the collegium and why this impacts the divide between some faculty and staff. Having an appreciation for these differences can assist in planning change. Additionally, the OIP concludes with a discussion of the importance of this initiative at this time because of the societal consequences incurred due to the pandemic. With the increase in hate actions, targeted at those outside people's lifeworlds, the need to expand our understanding of and empathy for others has increased.

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Dedicated to Sofia, Matt, Lukas, and Nick.

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List of Acronyms

CAS	Complex Adaptive Systems
CPM	Change Path Model
CPP	Conversation Partner Program
CU	Coastal University
ECC	Engagement and Collaboration Certificate
ELL	English language learner
IaH	Internationalization at Home
HEI	Higher Education Institutions
KUC	Key University College
SECE	Student Experience and Continuing Education
SoE	School of English
VPAD	Vice President Academic and Dean

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Chapter 1: Introduction and Problem

Attending to the dynamics of organizational culture is key when attempting to make change. Schein and Schein (2017) discuss culture as the "accumulated learning of the group"; this learning is a "system of beliefs, values, and behavioral norms that come to be taken for granted as basic assumptions" (p. 6). Within my organization, there is one overarching culture that champions core values, holds formal celebrations, and reiterates the motto for the whole institution, but this culture also encompasses a number of distinct subcultures which determine the beliefs, values, and behaviors of that particular group (Schein & Schein, 2017). These subcultures either encourage or impede change. In an organization where there is evident divisiveness, change that has the potential to impact the whole system, in smaller ways for some and larger ways for others, takes much thought and must consider many stakeholders. Universities consist of many independently minded individuals and departments who often do not know or are not interested in the larger goals of the organization which results in complex cultures (Austin & Jones, 2016). Bringing about a substantive change in beliefs, values, and behaviors in some subcultures within my organization may not be possible, so this proposal will discuss a specific change that will require a shift in behavior within and across subcultures, while ensuring any alterations to the efforts of some are optional.

This first chapter will examine the context of the organization discussed in this OIP, including the organization's structure, leadership, and history, all of which should provide the reader with a valuable illustration of the environment. I will then move to a discussion on my leadership position and the lens from which I approach my practice. The Problem of Practice I plan to address and the reasons why I believe change in this area is desirable and achievable will be clarified in Chapter 1 before a theoretical inquiry and an analysis of key factors related to this problem are considered in Chapters 2 and 3. The vision for change will include a reflection of the current situation as well as an idea of what could be;

priorities for change and change drivers will be identified. Finally, I will undertake an assessment of the organization's change readiness.

Organizational Context

Key University College (KUC) is affiliated with Coastal University (CU), a mid-sized Ontario University. From its beginnings, KUC has been a residence, and as part of the affiliation's equity agreement with CU, KUC teaches a percentage of courses for CU's Faculty of Arts. KUC was established under the Ontario Corporations Act rather than under a Private Members' Bill approved by the provincial legislature as are most post-secondary public institutions; one result of this is that KUC does not grant its own degrees. Some implications of our status include our inability to apply for funding directly from the government and our academic offerings being accountable to CU's Senate, thereby constraining any new work on the degree side to what CU is willing to approve. Along with these issues is the fact that we are very small in comparison to the larger university, resulting in KUC often being an afterthought for CU which is not surprising since our programming is not within a high-profile faculty and our being separate means we have our own Board of Governors and leadership.

The motto of KUC is akin to "Only Strong as One" and its mission includes cultivating an inclusive community of learners while offering quality teaching and scholarship to inspire our students to successfully participate in this complicated world. Although the institution's leadership believes that the organization must value all within it, and that each employee is actively taking care of the whole, the faculty subculture believes that the academics are the center of a university (Shrand & Ronnie, 2019) and so their needs should be tended first, and others should play a supporting role for their work. The leadership team's attempt to implement a culture where everyone is valued for their contributions has resulted in some faculty feeling displaced from their positions and their power compromised.

Our President's leadership style is a combination of servant and adaptive leadership. This is evident in her shared power model of leadership and her generous nature in ensuring people have what they need to be successful. Both leadership styles focus on the needs of followers (Northouse, 2019). Sharing power, helping people reach their fullest potential, and placing other's needs first are the actions of a servant leader (Greenleaf Centre, 2021) while an adaptive leader supports others, enabling their addressing and resolving key changes in their lives (Northouse, 2019). The combination of these two styles is interesting in our context as everyone is heard and served. With servant leadership, power is distributed throughout the system so everyone can contribute to changes that impact their work. The adaptive leadership approach of our current President is evident in her encouraging shared leadership throughout the organization, and this inspires each group member to lead and follow concurrently in order to successfully reach stated objectives (Ali et al., 2020).

Faculty have not been accustomed to this leadership style as previous Presidents were more apt to working within a political model where the faculty partake in "fluid participation," picking and choosing when and where to voice their opinion and expecting that, as faculty, they "possess privilege accrued from the double advantage of academic freedom and expert power" and so "become power elites" (Manning, 2018, p. 163-164). Power elites are long-standing faculty who have established connections and credibility enabling them to build alliances with other like-minded colleagues thereby creating an environment where backroom deals are the norm (Manning, 2018). The current President refuses to participate in this type of negotiation as she values transparency. This change in leadership style has created some tensions.

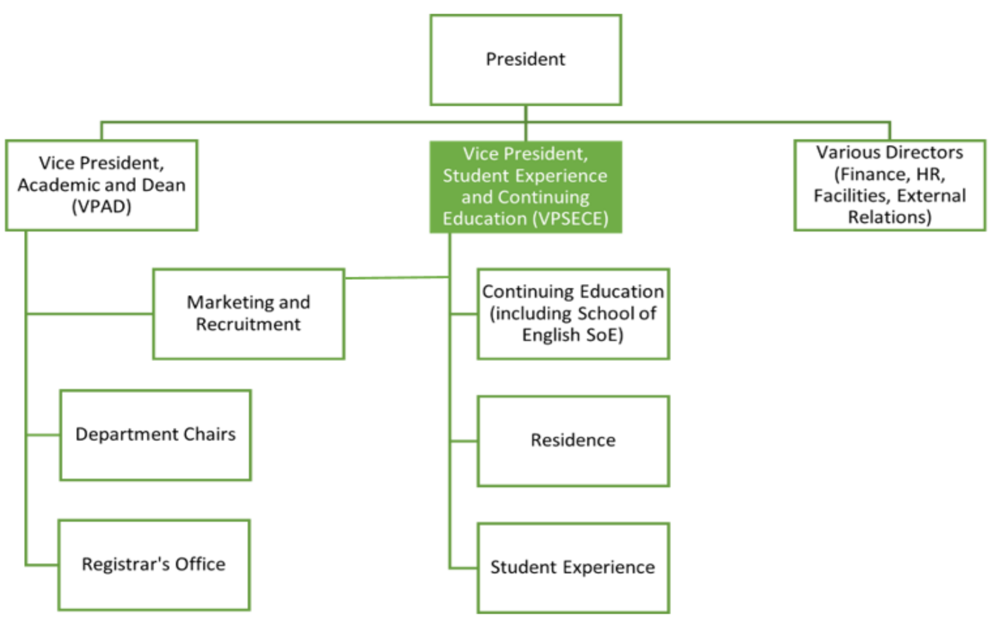
While the President has much support from staff as well as from many faculty members, there are concerns among a few faculty members with some of the changes she has made, including sharing power with people outside the academy such as the Executive team which is comprised of only two academics: the President and the VPAD. Such changes may be seen as threatening to certain faculty, and in an attempt to resolve this situation, they may force blame upon the change agents (Harris & Hartley, 2011). In our situation, this has resulted in the "power elite" building a coalition to maintain their perceived power in opposition to the administration. For example, the faculty recently unionized to ensure that their roles and compensation would not change even if KUC has an economic crisis due to the pandemic. Moreover, some want to take back some of the power they believe they have lost under the current President's leadership. Although the faculty group has the highest pay and the most privilege in the system, they are the only unionized group at KUC. Additionally, one of the President's actions included changing the by-laws to distinguish the work of the academics as separate from the work of Student Experience and Continuing Education, creating two sides of the same house. This by-law creates two separate but equal bodies, in terms of reporting structure, within the UC. It is not uncommon for faculty in higher education's systems to have a distinct subculture as they value the collegial model of governance (Manning, 2018). The culture of the collegium needs to be addressed when considering the state of this organization.

As indicated, KUC is divided into two distinct sides with central supports framing the house and students being our foundation. The one side contains the degree-based courses and are known as the "academics" who are led by the Vice-President, Academic and Dean (VPAD), and include two departments that fall under the equity agreement with CU's Faculty of Arts. This agreement requires that KUC teaches a specific percentage of Arts students (counted via course enrollments) and is remunerated by receiving that same percentage of Faculty of Arts' tuition. The amount of revenue these programs can earn is tied to that of the Faculty of Arts. This creates tensions around program growth within those two departments. The number of students taught is not determined by the department as much as it is the equity agreement. If the Faculty of Arts at CU grows or shrinks, the number of students KUC can be paid to teach also grows or shrinks. Additionally, if one of the two departments increases course enrollment, then the other will have to decrease so as not to exceed the equity target. There is also an Institute of Social Services. Their funding also comes to them through CU, but they are not a part of the equity agreement so can grow as they see fit. In addition to the faculty and support staff within these units, the Library and the Registrar's Office are considered a part of the academic side of the house.

The other side is led by the Vice-President, Student Experience and Continuing Education (VP, SECE). I currently am in this newly appointed role which was created to provide support to the many areas within the portfolio that have, in the past, not had centralized leadership. This area includes Residence, Student Experience (Counselling Services, the International Office and Student Life), as well as Continuing Education (School of English, Lifelong Language Learning, and other credit-free course offerings). The Marketing and Recruitment department is a shared responsibility of the two VPs. Figure 1 provides an organizational overview.

Figure 1

KUC Organizational Chart



Unlike the academic side of the house, the Student Experience and Continuing Education side does not have tenured faculty. Historically, the areas within these units have been seen as an accessory to the academic life at KUC. The current President elevated the status of these units through her servant and adaptive leadership models and now these units have the full support of the administration to improve and grow. We, in SECE, have neither a collegial nor a political model that we abide by, but rather a model that more resembles both bureaucracy and organized anarchy which has resulted in building a learning organization (Senge, 2006).

The bureaucratic nature of our areas comes from the hierarchical structure imposed by the Human Resources system where there is the need for accountability as laid out by performance evaluations and the management system. This is a helpful model in that it allows for clear delineation of roles; each person fully understands their responsibilities (but this does not mean they are limited by them), and leaders clarify sufficiently, within the current situation, so that each person knows their boundaries and can get moving on innovative ideas (Goss, 2015). Since organized anarchies attend to those who insist on providing input into all decision-making activity and are highly exposed to their situations (Manning, 2018), it is logical that this type of environment is also apparent in our context; the combination of these two models bolster our learning.

Since we are student-focused, we encourage students to take an active role in their education. Our instructors and student life team are highly qualified professionals, having graduate degrees and years of experience in their fields, who continuously reiterate the vision of student support and seek out student input. Being that our instructors are non-tenured, they have little influence, if any, on the methods of international students support once the students move into degree studies. Furthermore, our student life staff work with both international students in our program as well as with international and domestic students in our residences whose academic programs are not within our purview, making us highly vulnerable to many factors outside our control. For example, the increasing international student tuition is not something we can determine; neither is class size nor composition of class demographics. This “duality” of models exists, as noted by Austin and Jones (2016), because “universities are expected to be rational entities and create stable internal decision-making process typical of a bureaucracy while simultaneously having a loosely federated structure that is responsive and adaptive to external conditions” which, in our situation, can be unstable (p. 155). The complexity of the various organizational models plays a large part in my leadership style.

Leadership Position and Lens Statement

I do not believe that I am a born leader. My leadership abilities have grown over time and are derived from three key factors: I love to learn, I love to be a part of a team, and I love working in higher education. Although I have never been a particularly gifted student, I have always loved learning. In my undergraduate career, I studied in the Faculty of Arts, but proceeded to take courses in biology, chemistry, genetics, marketing, nutrition, and a multitude of other areas because I thought I would never have the opportunity to be a full-time student again. Education was an expensive endeavor for me and being the only person in my immediate family to undertake a university degree, I thought my BA was my one and only chance to study. In having such breadth in my studies, I was able to see connections between many elements across various courses which helped me see a bigger picture than if I had only studied within my discipline. Secondly, growing up, I was involved in many team sports and this involvement helped me appreciate group dynamics which has aided in developing my social intelligence. Finally, I thoroughly enjoy working in higher education, particularly with international students. While in my undergraduate studies, I volunteered with the Literacy Council and was partnered with a woman from El Salvador. Hearing her struggles opened my eyes to a world I could not comprehend. Also, it did not take long to understand that her needs had nothing to do with being illiterate and everything to do with the English language. This experience pushed me toward studying a B.Ed. in teaching English to speakers of other languages.

While in my studies, I did my practicum under the supervision of a highly intelligent and hard-working instructor at KUC. After graduating, I continued to teach at KUC and assisted with the development of various programs that eventually became essential parts of KUC's financial model and even more importantly, KUC's involvement with CU. Because of these factors, I feel that the systems leadership model resonates most with me as a means of seeing the entire system, yet only have agency over a small component of it. Senge (2006) asserts that systems leaders "do not have the answer, but they seem to instill confidence in those around them that, together, we can learn whatever we need to learn in order to achieve the results we truly desire" (p. 339). My recognition of and comfort in knowing that I have much to learn, my enthusiasm for being successful as a team, and my continued excitement for working in higher education fuel my aspirations to work with this leadership model. Adaptive leadership and sometimes distributive leadership are the models I tend to also employ during change initiatives as they work well with systems leadership and focus on changes within the boundaries of a unit while systems leadership allows for seeing implications of changes across them (Lewis, 2014).

Working in a complex environment requires that I take a step back and look at the big picture to find synergies and leverage points. Both adaptive and systems leadership require that the entire system be considered when tackling an issue. In adaptive leadership, this step is called getting "on the balcony" (Heifetz et al., 2009, p. 29); whereas in systems leadership, this approach is referred to as "a discipline of seeing wholes" (Senge, 2006, p. 68). Both systems and adaptive leadership work well in a learning culture; such a culture is evident in the Student Experience and Continuing Education units. As shown in the description of the KUC context, there are serious political issues at play within the organization and, unfortunately, the importance of our students may be lost, and since students are at the center of the programming within my portfolio, this is a serious concern. In order to address these complexities, a few leadership approaches are needed.

First, when overseeing the Student Experience and Community Education departments, a systems leadership approach may be most effective. Both departments share their students with other departments on main campus or KUC. To fully understand what services could best support these students, conversations outside the departments are needed. For example, both pathway program students in the SoE and residents are also students in one of CU's faculties and so to best support them in their studies, we should have some understanding of what will be expected for them to be successful. Students having an optimal experience in their first year, whether in residence or in the pathway program, aids in their engagement and retention (Manning et al., 2014).

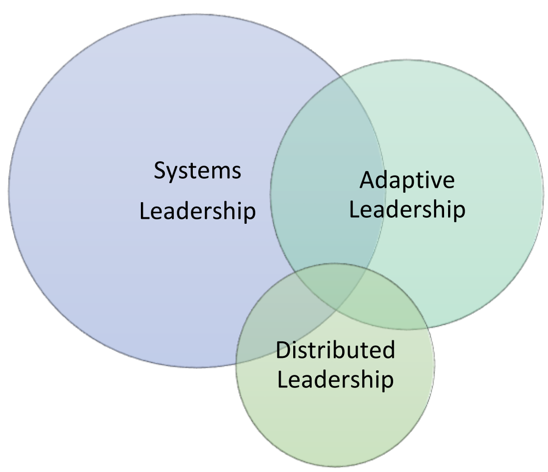
Systems leadership can be defined as "the collaborative leadership of a network of people in different places and at different levels in the system creating a shared endeavor and cooperating to make a significant change" (Goss, 2015, p.1). Since these two areas have been working without the oversight of executive leadership for a long time, they will not shy away from having a say in their work. According to Macdonald et al. (2018), every role within an organization must be encouraged to use discretion, because if they do not, then work can only be done based on power. This also speaks to critical theory and the benefits of having greater participation and expanded knowledge within the system (Deetz, 1996). Having staff willingly take risks when making decisions, encourages innovative ideas and such ideas help move a system forward.

It is also essential that all within the system share an appreciation of the vision they are working to attain. Actions taken or changes made are easier to deal with when their purpose helps reach a goal. When staff across units see the larger system and have a shared understanding of this system and the issues within it, collaboration "to jointly develop solutions not evident to any of them individually" in order to "work together for the health of the whole system rather than just pursue symptomatic fixes to individual pieces" occurs (Senge. et al., 2015, p. 4). Since many of the support units, even those not in my portfolio, already have the objective of putting students at the center of their work, creating a shared vision to address the needs of students should not be problematic. Again, this shows that both adaptive and systems leadership should be effective.

When working with faculty, a different leadership approach is required to move the system forward. Although as a Vice-President, I have a leadership role in the overall institution, I am not directly responsible for the academic departments. I sit on the Academic Council, and I work closely with the VP Academic and Dean, but this group is particularly difficult to lead for both the Dean and the President who have the “legitimate power” to do so (Northouse, 2019, p.11). With this in mind, I believe that when working with faculty, adding distributed leadership within the cycle of the adaptive leadership approach may be more appropriate. Figure 2 shows how systems leadership is my main style while I also employ mostly adaptive leadership and sometimes distributed leadership during change initiatives.

Figure 2

Leadership Models



Distributed leadership has a place within adaptive and systems leadership because when such leadership sees the full picture, it becomes evident that some areas that need to be considered are not within the jurisdiction of the team that is leading the change. This is particularly true when working with faculty who have their own way of being that does not often bode well with team learning. According to Harris (2013), “distributed leadership means actively brokering, facilitating and supporting the leadership of others” (p. 547). This leadership model will be imperative when working with the VPAD, Chairs, and Directors, together with sessional instructors, so that their leadership is prevalent at the appropriate stage.

As a leader, I see my role as one of catalyzing “collective leadership” in an environment that could be described as organized anarchy (Senge et al., 2015, p. 1). Through reflecting, discussing, and learning with the team, my role is to articulate a shared vision and then make spaces so that others can lead changes in their areas of expertise to collectively achieve the shared vision. As Vice-President, I have the support of our leadership and of the staff within the units in my portfolio. I do not have positional power when it comes to working with the academic side of the institution. Additionally, implementing change in a collegial system can often be very time-consuming and frustrating. In order to see this change through, I believe I will need a multi-pronged approach that can be achieved by considering multiple change drivers. These change drivers will be discussed later in this chapter.

Leadership Problem of Practice

Although the two sides of the house share one roof, KUC, there is very little engagement between them. Unfortunately, this does not benefit the student body and inhibits synergies that could make the student experience exceptional. The School of English educates hundreds of international students each year, whereas the two academic departments with majors (the third has minors and certificates) have few, if any, international students. The opposite is true when it comes to domestic students. KUC’s residence accommodates both domestic and international students. Because we have an ecosystem that has both international and domestic students, it would help us live up to our mission of educating our students to contribute positively to a diverse and complex world by having them interact in purposeful ways to learn from one another.

According to Guo & Guo (2017), international students at Canadian universities are experiencing difficulties making friends with local students, seeing little internationalization within the curriculum, having issues relating to their professors, and facing challenges associated with racism and stereotypes. Considering that internationalization, particularly the increased enrollment of international students, has become an important component of universities' strategic plans, universities might want to take note of their needs and experiences to foster their success. Furthermore, all students could benefit from being informed of global issues and their impact on societies throughout the world. According to Murray-Garcia and Tervalon (2017), university educators are a vital resource "to prepare this and subsequent generations of the world's people to highly value and pursue respectful, mutually beneficial global citizenship" (p. 19). Intercultural interactions can play a part in developing understanding of and empathy for people and societies different from one's own (Calloway- Thomas et al., 2017).

Problem of Practice Statement

Shifting the institution's culture (beliefs, values and behaviors) to increase collaborations between the two sides of the house for the benefit of students is an ongoing dilemma. Being mindful of the political implications, my problem of practice is how do we leverage opportunities to create purposeful interactions between domestic and international students within a small, yet divided, University College?

Current State

As mentioned, there is a clear divide between the areas within the two VPs portfolios. The collegium structure of governance the faculty abide by greatly shapes their behavior, reflecting "the norms and values associated with the culture" (Austin & Jones, 2016, p.128). It has been ascertained that faculty members are often far less loyal to the institution that employs them than they are to their discipline (Blackmore & Kandiko, 2011; Manning, 2018) and this erodes the notion of "Only Strong as One" even further. In relation to the problem at hand, some faculty do not have a positive perspective on educating international students. Some assert the trend of commercializing international student education to create export revenues is unethical because, developed, English-language speaking countries are capitalizing on the lack of capacity for higher education within emerging countries (Marginson, 2006). Additionally, some faculty members have issues with the amount of work international students bring with them; faculty experience added workloads and say that the structural provisions required to educate international students is lacking (CAUT, 2016). These opinions are shared throughout the departments and so the staff within these areas are often influenced by them. The collegium is self-governing and does not require its members to participate in creating supports; "faculty control their work" (Austin & Jones, 2016, p. 131). Therefore, approaching faculty members on an individual basis, in addition to as a collective, is of upmost importance.

The School of English (SoE) has been working with international students in a credit-free environment for more than twenty-five years and has created a robust student experience program for them. Since our international students are also English language learners, a great deal of support has been established to help the students both inside and outside the classroom. With international students having the sole attention of the SoE, the staff and instructors have invested a great deal into their success. When various units in Student Experience were pulled together under the same portfolio as the SoE, collaboration between the areas began to enhance the student experience for both domestic and international students. Because Student Experience and SoE see themselves as service units for students, their perspective on providing support is very different from that of the academics. The amount of student support in these areas is far more robust than that on the degree side. For example, the SoE has a dedicated Student Experience team, with three professional staff and numerous peer leaders, whereas the degree side does not have dedicated student experience as a key part of any role. Rather than investing in supports for faculty members such as research funds or teaching assistants, the

SoE reinvests money into the student experience. Due to these disparities in beliefs, values, and behaviors, the chasm between the two sides of the house is severe.

Framing of Problem of Practice

As quantified by the Canadian Bureau of International Education, in 2020, Canada had 530,540 international students at all levels (K-12 and HE), an increase of 135% in international students between 2010 and 2020 (https://cbie.ca). Additionally, many Canadian universities have expressed within their strategic plans that fostering global citizenship amongst their students is a key objective, and as affirmed by Rathburn and Lexier (2016), “universities must take an active role in encouraging a new generation of Canadians to become global citizens” (p. 20). Since many Canadian institutions focus on internationalization as a strategy to develop global citizens, enabling international students to share their experiences and knowledge to benefit all students would foster the learning of all students and facilitate the equal status of international students on the campus (Rathburn & Lexier, 2016).

By creating purposeful interactions between domestic and international students, both may learn more about themselves and others which in turn can be a factor in education for social justice, social responsibility, and a more livable world (Killick, 2015). These interactions can also aid in the development of empathy, “the moral glue that holds civil society together” (Calloway-Thomas et al., 2017, p.32). The function of empathy in intercultural proficiency cannot be exaggerated (Calloway-Thomas et al., 2017). Rather than focusing on international students for the revenue they generate, I suggest that KUC harness the opportunity to engage with them so that all students have the prospect of becoming “empathetic citizens [who] should have the ability to understand, analyze, interpret, and communicate ideas, feelings, and behavior across a range of intercultural settings within and beyond one’s society” (Calloway-Thomas et al., 2017, p. 36).

To undertake such an initiative, it will be important to understand what obstacles might present themselves and then consider what steps could be taken to produce the best results. In order to gain a clear understanding of the issues, I need to ask vital questions, and this can be done through framing. Bolman and Deal (2017) discuss the importance of having mental models of how organizations are structured. These mental models are “a set of ideas and beliefs” that “enable you to see and understand more clearly what’s going on in the world around you” (Bolman & Deal, 2017, p. 43). These mental models provide a framework which can help formulate effective questions to ask as well as solutions to consider (Bolman & Deal, 2017). I plan on using these frames to gain multiple perspectives on the issue. As I will explain, I can see perspectives in our organization through each of the four frames outlined by Bolman and Deal (2017). Both Student Experience and Continuing Education as well as our President and Human Resource (HR) team often work within the Structural framework and Human Resources framework when dealing with staff (employees not deemed faculty); the academics see things through the political framework, and the President in overseeing the whole system works within the symbolic framework. As previously mentioned, seeing the whole picture is a key component of my leadership style, and in order to do this, I must consider a variety of perspectives.

Structural Framework

A main component of the structural framework is having a blueprint of roles, responsibilities, or strategies. It “need not be machinelike or inflexible” (Bolman & Deal, 2017, p. 53). Having such structure while using much lateral coordination has strengthened teams in departments within my portfolio. Staff have clarity with regards to their roles, and this often helps them be successful. For example, in addition to regular goal setting and feedback sessions that happen as part of performance evaluations set out by HR, each team member has standing group meetings as well as individual meetings, weekly or biweekly, with their director/manager to ensure that they have what they need to perform well in their roles. In being successful, they gain the trust of their team, and this trust gives them confidence to be innovative

(Senge et al., 2015; Goss, 2015; Macdonald et al., 2018). Having a stable environment and solid roots, as provided by a structural framework, gives staff the strength to think beyond the situation in front of them, making them key stakeholders when envisioning strategy.

On the other side of the organization, this framework is problematic as the academics operate as a collegium. Faculty within a collegial system have a structure similar to a circle where the leadership is seen as “first among equals” (Manning, 2018, p. 38). Hence, they do not adhere to a sense of hierarchy and disperse authority and power across the collegium (Manning, 2018) which makes the structural framework unachievable.

Human Resource Framework

The current President sees the value in acknowledging the interrelatedness of our staff’s job satisfaction and our organization’s success. She and the Human Resources team have been working on ways to enhance the workplace for staff. For example, providing longer breaks at Christmas and on long weekends in the summer has increased job satisfaction among staff, resulting in more staff being highly involved. Due to administration following the ‘Basic Human Resource Strategies’ as described by Bolman and Deal (2017), staff are feeling encouraged which in turn is affecting power dynamics within the system. These strategies include investing in and supporting employees in order to keep them within the organization. Recently, more and more staff are questioning the privileges that faculty hold, and this is putting pressure on some faculty to adjust the way they deal with staff. Because the academic side leaves their staff’s job satisfaction with the organization, there is the opportunity for solidarity of staff from both sides of the organization.

In the units within my portfolio, I have been able to advocate for and ascertain the funding so that many of our staff are able to embark on postgraduate degrees. By leveraging our Administration’s use of the Human Resource strategy, which includes investing in staff, I can strengthen the learning culture within my units.

Political Framework

Acknowledging the coalition of individual faculty members with differing interests is paramount to learning how to work within this framework. Currently, the faculty, across all units, are working together to negotiate an agreement between their newly formed union and the Board of Governors. This coalition is in existence due to the faculty needing one another (Bolman & Deal, 2017). Such coalitions often disband after members have achieved the desired outcome (Buller, 2015); tensions may soon result if a competition for resources begins as part of budget discussions (Morgan, 2006). The group of faculty members that stood together for the union negotiations may very well turn on one another in an attempt to ascertain a larger share of the equity funding. At that point, the collegium will probably revert to biases associated with discipline hierarchy where theoretical disciplines, such as psychology, will maintain that they have more value and, therefore, should get more funding than applied disciplines, such as language teaching (Manning, 2018). Both timing and aligning interests are essential when working within this framework. Understanding this will be key when attempting to address my problem of practice.

Symbolic Framework

Bolman and Deal (2017) argue that the symbolic framework "focuses on how myth and symbols help humans make sense of the chaotic, ambiguous world in which they live" (p. 236). The founders of KUC established a motto akin to "Only Strong as One" for the University College; mottos create an image, capturing the beliefs or ideals which in turn guide the organization. By bringing this motto into the forefront of institutional documents, events, and stories, the President is trying to express a distinctive quality that helps people find meaning and uniqueness about what they do (Bolman & Deal, 2017). In an environment where each person is valued as a strength within the broader institution, a unifying identity can be established. In speaking this motto and bringing it to life by articulating examples of how we lift one another up to ensure a place for everyone, the President is aiming to shift the culture from one where only the voice of the academics has been heard to one where everyone is included. Capitalizing on the momentum she is gaining on this culture shift will also be important in addressing my problem of practice.

In addition to viewing the organization's perspectives through frameworks, it is also important to analyze the organization at the macro, meso, and micro levels. Considering the complexities within my problem of practice, changes will need to occur at various points within the system to solve this problem. In viewing the system at the macro, meso, and micro levels, I am able to see how changes in one area may impact another and learn more about readiness for change at the various levels.

Macro Analysis

At the macro level, I need to consider the connection between the University College and the University to which it is affiliated. The University College is "loosely coupled" with the main campus, and "loosely coupled systems are uncoordinated, have greater differentiation among component units, and are characterized by high degrees of specialization among workers, with low predictability of future actions" (Kezar, 2018, p. 119). This is clear in many aspects of our relationship with the main campus. For example, the main campus recently announced that they were planning to cut funding (derived from tuition) to the University College by 15% for the upcoming year due to budgetary restraints caused by COVID-19. KUC has its own budget and its own Board of Governors, and it depends on receiving its full share of the tuition to meet budget expectations. There was no discussion or coordination of efforts and no predictability to such a decision. In the end, the cut did not occur, but it left a feeling of imbalance for administration since regardless of their meeting their obligations, they are still susceptible to decisions outside their agency. Another example can be seen in the residence system. In order for KUC to be listed on the housing application form, we must abide by certain policies or procedures even if they might not benefit us; our need to be on the form outweighs ideals some KUC staff, faculty, and

Board members have regarding our independence. Acknowledging our place in the system may not be pleasant for some, but it is our reality.

Meso Analysis

Within the University College, there are multiple subcultures in and across units. Acknowledging and understanding the beliefs within subcultures can assist in finding shared values which are necessary to create a shared vision for change. Being aware of the tenor of the University College can also help ascertain timing for change. Because staff within Continuing Education and Student Experience units feel "psychologically safe" and value learning, change has become "a perpetual way of life" (Schein & Schein, 2017, p. 339). Staff in the academic units may be less likely to embrace change as they might fear losing group membership within their department if they work with other units that are deemed lesser than their own (Schein & Schein, 2017). If the staff in the academic units develop "new ways of thinking or new behavior", they might be "rejected or even ostracized" (Schein & Schein, 2017, p. 326). It will be important to find champions, such as the Department Chairs, who see more than the collegium as they also have to deal with issues related to student satisfaction, as evident by such issues as program attrition. Timing change is crucial and aligning motivations to change will drive the system's overall readiness for change.

Over the last sixty years, the faculty culture within universities in Canada and the United States has come to prioritize research over teaching (Bak et al., 2015; Clark et al., 2009; Dawson et al., 2019). Due to research being deemed of greater value than excellence in teaching in the academic culture, tenured and tenure-track faculty may not be motivated to monitor and assess the quality of their teaching to ensure its effectiveness (Bak et al., 2015; Cox et al., 2011; Dawson et al., 2019). In fact, in recent years, a great deal of effort has been made to reiterate that current methods of instructor assessment by students are invalid (Esarey & Valdes, 2020; CAUT, 2018) and, therefore, should not be considered when evaluating faculty (CAUT, 2016). Even though collaborative and active learning are beneficial for students, they may not be reason enough for faculty to want to change.

Micro Analysis

As previously mentioned, bottom-up changes are often most successful in systems where the source of power can be fluid. In a collegial governance model and in a loosely coupled system, power dynamics can be unclear. For this reason, it is particularly important to seek out the cooperation of specific individuals and the systems they manage (Dopfer et al., 2004). Individuals can help spur change in environments that recognize the complications associated with top-down, mandated change. I have good working relationships with the current Department Chairs, and, though they are in temporary positions, only having a term or two before returning to regular faculty status and are not rendered the functional power needed to tackle many of changes expected by peers or administration (Armstrong & Woloshyn, 2017), they may be willing to pursue objectives that do not require the involvement of tenured faculty. The “first among equals” (Manning, 2018, p. 44) governance style that is inherent in the collegium is well-suited to a distributed leadership approach that takes in to account the “leaderless consensus” (Huang et al., 2020, p.1) where an array of individuals contribute to the process of leadership which can lead to the shaping of the collective actions (Huang et al., 2020; van Ameijde et al., 2009).

In my experience, sessional faculty seem to be more open than tenured faculty to work on new classroom initiatives as they tend to focus on their teaching and research on their teaching, rather than traditional research; thus, they seem to value providing strong learning experiences for their students. According to Dawson et. al. (2019), the teaching culture among tenured faculty and that of sessional faculty is disparate. Although sessional faculty have not the power that tenured faculty do, they can still have some influence on a department, particularly if they have support from their Chair and Dean. Knowing that changing the teaching culture of tenured faculty to be more learner-centered is far beyond my scope and perhaps an impossible task altogether as long as faculty are not negatively impacted by maintaining current practices (Cox et al., 2011), tackling curricular components might only be possible with sessional faculty who may appreciate opportunities to embark on interdisciplinary research related to their teaching, despite the political implications. If they have the support of their Chair or Director, I believe they will be excited to modify their curriculum.

Guiding Questions Emerging from Problem of Practice

There are three main areas from where questions are arising. The first has to do with finances; the second is surrounding the types and scalability of programming, and the third relates to the means of assessing success.

Finances

The Ontario Ministry of Advanced Education and Skills Development (MAESD) created its International Postsecondary Education Strategy 2018 named “Educating Global Citizens: Realizing the Benefits of International Postsecondary Education” to address the province’s intention to support increasing international student numbers on Ontario campuses. In MAESD’s (2018) international postsecondary education strategy, the problem of recognizing the benefits of international education in Ontario postsecondary is represented to be both an economic and a student experience issue. The province sees increasing international student enrolment as a means of increasing revenues for HEIs. Furthermore, the Ontario government is hoping to increase the immigration rates of such students in a balanced manner across the province in order to address the issue of stagnant or decreasing populations in certain parts of the province. Moreover, the strategy supposes that global citizens will be created by improving domestic students’ cultural competency and by improving the international student experience (MAESD, 2018). There appears to be an assumption that merely putting international students and domestic students in the same classes will increase global citizenship.

These factors lead to questions around future public funds. If the government is asking universities to take on more international students so that they can reduce government funding to post-secondary institutions, will institutions such as CU and KUC be required to continue increasing international student enrollment, even if this is not their will? If so, will there be increased resentment toward these students? Or a desire to find new ways of creating global citizens due to the opportunities provided by the presence of both international and domestic students in their classes? In other words, will this be a non-starter or a change driver? Will universities divert money to support students in this endeavor? If so, the money will have to come from somewhere; will someone else lose funding they previously had to support this?

Programming

A major component of my PoP is articulating what is meant by creating purposeful interactions between domestic and international students. What do these interactions look like? How can they be improved? How do they aid in learning for international students and does the learning differ for domestic students? Having a clear understanding of these issues will help inform the types of initiatives staff might be willing to undertake. It is not my leadership style to prescribe solutions to issues, but rather to highlight areas where we could do better and then ask those who are experts in these areas to develop initiatives to improve our work.

Assessment

Additionally, ways to measure the implementation of such initiatives will need to be determined. How will we verify that we have been successful in providing better student experiences? Having clear assessment practices may help create buy-in for those who are research or data driven. Of course, for any initiative to move from pilot phase to full implementation, there will need to be data as part of the rationale. Ensuring that the data collected is valid and applicable will be required.

Leadership-Focused Vision for Change

My vision for the future would include having the entire UC being aware of and working toward a student experience model that would encourage meaningful interactions and supports for both international and domestic students. Currently, one area focuses mainly on domestic students' experiences while the other works with both international and domestic students through programming and student staff opportunities. Because learners are at the center of our mission, I plan to create motivation for change using existing data and then work on reducing learning anxiety in a variety of ways, including providing an encouraging vision when sharing the innovative ways particular pockets of students are being supported and aiding in expanding those efforts, as well as by providing formal training for student staff across units (Schein & Schein, 2017). I have the positional power to ensure that adequate supports are in place for the residential students as well as the students in continuing education, focusing on those in the School of English (SoE), but am not in a strong position to promote change on the academic side and will, therefore, need to use distributed, adaptive and systems models of leadership to bring about change.

Approaches for Leading Change

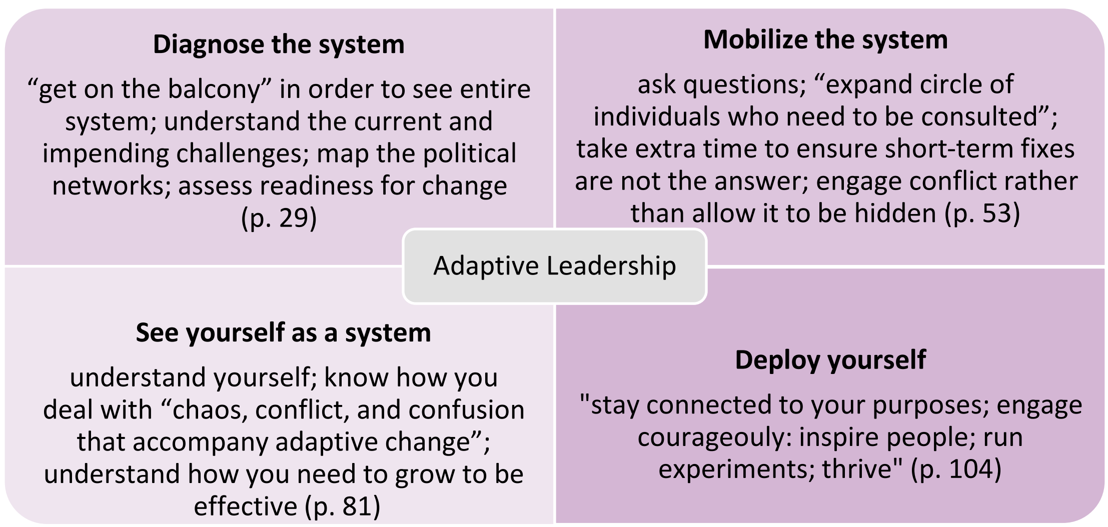
My preferred leadership model is system leadership while using adaptive leadership to move specific changes forward. Both leadership models work well within complex environments, acknowledge that learning is a key component in the change process, and accept that change takes time. According to Lewis (2014), systems leadership also "endorses the principles of distributed leadership within organizations where potentially all 'players' are engaged and can make a contribution to leadership of the system, a principle that also appears in the Adaptive Leadership literature" (p. 13). These leadership styles also fit well into the Change Path Model created by Cawsey et al. (2016). My plan is to follow the Change Path Model, using mainly adaptive and systems leadership models while strategically employing distributed leadership as needed.

Adaptive Leadership

In articulating the role of adaptive leadership model, Heifetz et al. (2009) provide “concepts, tools, and tactics” with the objective of mobilizing “people toward some collective purpose” (p. 8). These concepts have been streamlined into four categories. Figure 3 shows the categories in adaptive leadership with an explanation of each.

Figure 3

Four Catergories in Adaptive Leadership



Note. Adapted from *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World* by R. Heifetz, M. Linsky, M., & A. Grashow, A. (2009). Harvard Business Review. Copyright 2009 by Cambridge Leadership Associates.

One of the key elements of adaptive leadership that I see as unique and find particularly helpful is the notion of knowing oneself as a leader. Understanding what drives me to say “yes” to change helps me in many facets of my job – everything from who to hire to how to allocate budget. My “yes” involves learning - for students, staff, or me.

Mobilizing faculty toward a collective purpose may be a complicated task, and so at this point in the adaptive leadership cycle, it may be best to take a distributed leadership approach. Buller (2015) discusses the “IKEA effect” which occurs when people help build a program or policy, and thus amplify its value due to their invested labor.

With this in mind, it may be more strategic for me to approach Department Chairs with a variety of opportunities that could be helpful for their students and offer the services of my team and me in order to support their chosen initiative, which in turn will push forward the overall goal of creating purposeful interactions between domestic and international students. The Department Chairs can then approach faculty, most likely sessional faculty for reasons mentioned earlier in this chapter, to see if they would be interested in collaborating with us. This is an example of tactically using a distributed leadership model. Sessional faculty may not feel a part of the tenured and tenure-track faculty culture as they are not as integrated into their institutions and so may not be concerned with the political implications of working with us, the 'non-academics' (Dawson et al., 2019).

Systems Leadership

Many similar concepts seen in adaptive leadership are also addressed in systems leadership. Both speak to the capabilities and strategies leaders can employ to manage successful change processes; whereas adaptive leadership focuses on specific change processes, systems leadership is about continual learning. Systems leadership can be defined as the "collaborative leadership of a network of people in different places and at different levels in the system creating a shared endeavor and cooperating to make a significant change" (Goss, 2015, p.1). Since both Student Experience and SoE staff have been working with little attention from past Presidents and faculty, they will not shy away from having a say in their work now that their work is being noticed. From a systems lens, it is important that I ensure all roles have the needed authority to get their jobs done (Macdonald et al., 2018). Having staff willingly take risks when making decisions, encourages innovative ideas that help move a system forward.

It is also essential that all within the system share an appreciation of the vision they are working to attain. Actions taken or changes made are easier to deal with when their purpose helps reach a goal. When staff across units see the larger system and have a shared understanding of this system and the issues within it, collaboration “to jointly develop solutions not evident to any of them individually” in order to “work together for the health of the whole system rather than just pursue symptomatic fixes to individual pieces” occurs (Senge, et al., 2015, p. 4). Since staff in these areas already have a culture of putting students at the center of their work, having a shared vision to address the needs of students, is welcomed. Again, this shows that the systems leadership could be effective. Senge et al. (2015) discuss three core capabilities systems leaders cultivate to nurture collective leadership which align with the key elements of systems leadership, as shown in Figure 4.

Figure 4

The Key Elements of Systems Leadership

Note. From “Systems Leadership for Sustainable Development: Strategies for Achieving Systemic Change,” by L. Dreier, D. Nabarro, & J. Nelson, 2019, Harvard Kennedy School, p.4 (https://www.hks.harvard.edu/sites/default/files/centers/mrcbg/files/Systems%20Leadership.pdf). Copyright 2019 by the CR initiative at the Harvard Kennedy School.

The first of the earlier identified capabilities is “the ability to see the larger system” (Senge et al., 2015, p. 28) which aligns with *complex systems insight* in the systems element in Figure 4. Similar to Heiftez’s et al. (2009) “get on the balcony” (p. 29), this skill enables the leader to see more than their own perspective which can help mitigate potential conflict. Even more importantly is the ability of the leader to help others to see the larger system. In accomplishing this, a shared understanding of complex problems can be developed by leaders (Senge et al., 2015). Helping others see the larger system can involve setting aside time for shared sensemaking and reflection (Goss, 2015; Kezar, 2018). The more staff can visualize the system, the more likely they are to recognize links and relationships, and this can inspire creative thinking (Goss, 2015). This element is important when initiating the change plan, and I will spend time having conversations with staff in all levels within the institution to help their imagining of what could be.

The second capability is “fostering reflection and more generative conversations” (Senge et al., 2015, p. 28) and associates with *collaborative leadership* in the individual element within Figure 4. In reflecting, we are “thinking about our thinking” (Senge et al., 2015, p. 28), and this helps us consider why we approach issues in certain ways as well as helps us understand our own biases that may constrain us. Through deep listening we can understand the reality of others which will help us build relationships and establish trust (Senge et al., 2015; Goss, 2015). Trust fosters combined creativity which, in a complex environment with multiple stakeholders who adhere to different frameworks, is essential for change to become rooted (Senge et al., 2015; Goss, 2015; Macdonald et al., 2018). As part of building this trust, “rather than focusing on changing others, the goal is changing oneself, and understanding more fully one’s own culture and its relationship with the alternative and oppositional cultures that exist” (Lumby, 2012, p. 587). By thinking about my own thinking while also encouraging others to consider why our current situation is as it is, and then collectively considering options to move our system forward, we might be able to better serve our students in new and more effectual ways.

The final capability discussed by Senge et al. (2015) “centres on shifting collective focus from reactive problem solving to co-creating the future” (p. 29). This skill involves *coalition building and advocacy* as shown in the community element. When faced with challenges, people generally try to find a quick solution to address an immediate need. Systems leaders “help people articulate their deeper aspirations and build confidence on tangible accomplishments achieved together" (Senge et al., 2015, p. 15). By seeing connections, systems leaders can bring people together, forming coalitions, to take a deep dive into issues so that learning across teams can occur, providing broader perspectives. Debating multiple perspectives that are tied to a common vision may help solve 'wicked' problems universities face (Busch, 2017). When collaborating, keeping an open mind to various possibilities is key because if I have a predetermined notion of exactly how to solve the problem or if I only listen to some voices, then I will not be respecting the differences within our team; the team will not actually be co-creating the plan and the process will be hollow, potentially forming distrust (Fairholm et. al., 2018).

Using concepts from both adaptive and systems leadership will help me move along the Change Path Model articulated by Cawsey et al. (2016). If our complex system allows for work with faculty members, distributed leadership will complement these follower-based leadership models.

Change Drivers

In reviewing the various change drivers illustrated in the literature (PESTLE, SWOT, Porter's Five Forces), I have settled on Cadle et al's (2010) STEEPLED analysis to apply to this issue as it urges leaders to see the bigger picture through the systematic scan of eight different change drivers (Buller, 2015). Having more information will help me identify more leverage points in the system.

Social Drivers

In addressing this PoP, I will need to consider society's level of willingness to be open to new cultures as this will impact students and staff. Knowing that the current generation of students (Generation Z) are looking to change the world and want to have authentic relationships, this is an ideal time to expose them to different cultures and ways of thinking (https://studyportals.com).

Technological Drivers

Increasing knowledge in online pedagogy (due to COVID-19) may spur new initiatives between nations. Although the ability to meet in person is limited in the current situation, there are opportunities for us to create online interactions for students from various countries. For example, the world of travel may look differently for some time, and so for students to experience other cultures, online initiatives that bring students together, across cultures, could be of interest to those who believe such interactions are an important part of student learning.

Economic Drivers

Revenues from international students in the SoE (both through tuition and residence fees) contribute to the center costs (those associated with the building and overall administration). Because of this revenue, the academic units have more funds to work with since they do not need to cover almost all these costs as they once did. Without international students (due to COVID-19), this driver might be at its influential peak. There could be a realization of the importance of the revenue from international students which could in turn result in Chairs and Directors (academics who hold budgets) valuing their presence on campus (Austin & Jones, 2016) and increase their willingness to want to support them.

Ecological Drivers

The current global pandemic might serve as reminder of how deeply such calamities are felt. It may result in more empathy for countries who face natural disasters (earthquakes, tsunamis, etc.) and create desire to collaborate more. Also, with concerns surrounding the carbon footprint left by air travel, universities may feel pressured to limit short-term study travel and focus on full-term study travel. This may restrict the number of students who are able to participate. Those who can spend a longer period abroad may benefit from having greater intercultural awareness before traveling (Leask, 2015). Thus, the willingness to have programming to bridge these gaps may increase.

Political Drivers

Although there are many political drivers that can be employed, I will limit discussion to the program review process. The program review report is written by tenured faculty at CU; in the SoE's last review, just three years ago, we were given a glowing evaluation that included the suggestion for our unit to work closer with faculty members at CU to develop more co-curricular learning opportunities for our students as well as the recommendation to obtain software that will enable better data collection. Since these recommendations come from main campus in the same manner that recommendations for the academic department at KUC do, they are more likely to have influence on the faculty at KUC.

Legislative Drivers

There are a few drivers at play in this area. One is the provincial government who continues to decrease individual student funding for universities (https://ocufa.on.ca). In 2018, Ontario's Ministry of Advanced Education and Skills Development put out a paper, entitled *Educating global citizens,* stating the importance of Ontario's colleges and universities accepting more international students to help boost the economy in a variety of ways. This paper discusses the importance of education as an export to the Canadian economy, creating a pathway for immigration, and ensuring Canadian students have international experiences to be successful in today's global marketplace (http://www.tcu.gov.on.ca).

Another legislative driver is at the local level. The agreement between KUC and CU currently does not stipulate that KUC must educate a specific percentage of international students as part of the funding agreement for degree studies. Currently, CU remits a percentage of their tuition to KUC for the teaching of an ascertained number of students. There is no distinction made between international and domestic student enrollment. Considering the current economic situation, this could change.

Ethical Drivers

Because there are many subcultures at play in my work environment, paying particularly close attention to ethical drivers is key. It will be important to find ways to align specific values with specific subcultures. For example, in trying to gain support for creating purposeful interactions in the classroom, I will need to ensure that I am cognizant of issues surrounding academic freedom. Also, with today's students wanting more value for their money and their parents more likely to have post-secondary education themselves, it is important to be mindful of “harmonious co-existence” between the education providers and education seekers (Varghese, 2012, p. 38).

Additionally, in his seminal research on prejudice, Allport (1954) determined that if majority and minority groups participated in activities that allowed them to get to know and understand one another, there was a greater chance of prejudices being diminished. Education has the potential to foster inclusive identities and peacebuilding (Milton & Barakat, 2016). In KUC, where social justice is a key component of its academic work, it makes sense that energy might be focused on the development of interactions between domestic and international students; specifications for purposeful interactions such as equality, rationale, and validity would be attended to so that the dominant culture does not hold all the power (Amos & Rehorst, 2018; Killick, 2015).

Demographic Drivers

Educating international students has become a very competitive endeavor within English-speaking nations (Marginson, 2006). With the current pandemic in place, there may be fewer international students willing to spend significant amounts of money to obtain a degree from CU. To ensure that these students, as well as domestic students, are retained and feel a part of campus, it will be important to provide them with an exceptional student experience (Manning et al., 2014). It may be the time for stakeholders to recognize the importance of the student experience at the university.

Envisioned Future State

Considering our context, being a UC rather than a full-fledged research university, and the many change drivers discussed above, it may be time to rethink the importance of the student experience throughout our UC. Although most staff and faculty will say that students are the main drivers for wanting to make improvements, this is not a consistent reality. For example, knowing that students in general, and international students specifically, benefit from having meaningful interactions with faculty, staff, and with other students (Leask, 2015; Manning et al., 2014; Tinto, 2017) and knowing that providing students with global perspectives benefit them greatly (Amos & Rehorst, 2018; Dunne, 2009; Killick, 2015; Leask, 2015; Murray-Garcia & Tervalon, 2017; Sawir, 2013), modifying activities within and outside the curriculum to include such interactions would be prudent; yet, making such changes could impact the type and amount of work faculty and staff might have to undertake which may cause pause. Sometimes rather than acknowledging that the work might be overwhelming or unfamiliar, staff and faculty may deflect the work by questioning its purpose (Schein & Schein, 2017). My having a clear sense of the change drivers helps me see the places and people in the system that may be willing to make changes, if the benefits outweigh the concerns, which in turn assists with assessing my organization's change readiness. In an ideal environment, staff and faculty would be more open to trying new initiatives, even if learning is needed on their part, in order to provide all students with a more comprehensive, globally minded education.

Organizational Change Readiness

In the preceding section, I discuss change drivers as factors that can influence the need for change. Whelan-Berry and Somerville (2010) contend that there is a second type of change driver that refers to facilitating the execution of the change. There is much literature pertaining to the change process (Beckhard & Harris, 1987; Kotter, 1996; Lewin, 1951) and the processes described often start with identifying gaps and making the stakeholders aware of the gaps in hopes that they will want to rectify the situation (Armenkis et al., 2000). However, understanding an organization's change readiness is key prior to undergoing the change process.

In Table 1, I have created an abridged version of "Rate the Organization's Readiness for Change" (Cawsey et al., 2016, p. 108). In the original table, there are questions accompanying each dimension. I have gone through each question and provided the corresponding score. This version has also been adapted to look at KUC's readiness for change on each side of the house rather than as a whole organization since there is a significant distinction in culture due to issues associated with having differences in such things as governance models and financial structures. Senior leadership is the same for both groups, but the influence of their opinions is substantially less among the academics, largely due to academic freedom and tenure (Leask, 2015; López-Rocha, 2020; Manning, 2018).

Table 1

Rating Change Readiness within KUC

Readiness Dimensions	**Readiness score**	
	SECE	Academic
Previous Change Experiences - Score Range (-4 to +2)	2	-3
Executive Support -Score Range (-1 to +4)	3	3
Credible Leadership and Change Champions -Score Range (0 to 9)	9	7
Openness to Change - Score Range (-3 to +15)	11	3
Rewards for Change - Score Range (-2 to +1)	1	0
Measures for Change and Accountability - Score Range (0 to +4)	4	3
Final Score (Score range -10 to +35)	**30**	**13**

Note. Adapted from *Organizational change: An action-oriented toolkit* (pp.108-110), by Cawsey, T., Deszca, G., & Ingols, C., 2016, SAGE. Copyright 2016 by SAGE Publications, Inc.

The executive team, particularly the President with her follower-approach to leadership, is quite supportive of each department. There are some negative feelings toward and distrust of senior leadership on the academic side that is not present in SECE. I believe this distrust between some faculty members and the executive team is deep seeded in the culture of the academia at KUC, having little to do with the actual leadership in place. Furthermore, I believe that some support staff on the academic side will be keen on the proposed change, as they are wanting to improve student experience to increase student retention.

In terms of measures and accountability, both sides collect data, but SECE attends to all data, including student evaluations of instructors, whereas the academic side, as previously mentioned, is less likely to do so. According to Cawsey et al. (2016), having a final score of less than 10 indicates that the organization is not likely ready for change. The higher the score implies the more ready for change the organization is. Since both scores are above 10, I am hopeful that the organization can move forward with the change. The difference in scores will impact the timing and approach to change, which will be discussed in the upcoming chapters.

Further to the rating scale of an organization's readiness, it is imperative to realize that change readiness happens at the individual, working group, and organization levels (Rafferty et al., 2013). At all levels, there are two key factors in determining change readiness. Beliefs that the change is needed, that the person(s) has capability for the change and that the change will have a positive outcome is the first factor (Rafferty et al. 2013). The second factor is the prospect of there being "positive affective emotional responses" to the change (Rafferty et al., 2013, p. 116). Rafferty et al. (2013) discuss the importance of antecedents, especially those related to affective elements, in determining change readiness. As antecedents, affective elements, along with change drivers, can either incite or inhibit change. With this in mind, "leaders create shared organizational positive affective responses to change when they convey an organizational vision in such a way as to inspire hope and optimism" (Rafferty et al., 2013, p. 119). The need for the leader to establish a clear vision is also a key dimension of the systems leadership framework.

Chapter 1 Conclusion

The beliefs, values, and behaviors within and across the organization are going to play a large role in my OIP. Although my PoP focuses on students, the need to align values across various subcultures as they pertain to the significance of the student experience is evident. Without creating a shared vision for enhancing student experiences that includes creating opportunities for domestic and international students to learn from one another, behaviors will not change, resulting in limitations on improvements.

Giving substance to the context of our UC is also of utmost importance. In looking at the problem from the perspectives of multiple stakeholders, I am able to map various change drivers and help ascertain readiness for change. Timing is crucial. Bringing people together who are often at odds in order to develop programming that benefits both sides becomes more complicated when one side does not believe such programing is necessary.   Gaining buy-in at macro, meso, and micro levels will also assist in the implementation of this change since the support for change might be better understood at one of these levels for specific subcultures.

Understanding that the cultural aspect of the organization makes this OIP more problematic is the reason that attention needs to be given to this discussion and why the leadership model used should be less about specific detailing of solutions and more about creating spaces for innovative thinking to occur. Although I plan to focus much of the change in areas in my portfolio, as that is where I have agency and where change readiness is at its highest, from a systems lens, I need to see the big picture, including the areas outside my purview to proactively seek opportunities for possible collaborations. Chapter 2 will consider my leadership approach to the change, my framework for leading change, and a critical analysis of the organization. I will also explore various solutions and the ethical implications associated with the change.

Chapter 2: Planning and Development

For the various reasons mentioned in the preceding chapter, Ontario universities continue to recruit international students even though campuses are not necessarily prepared to leverage the opportunities to maximize student learning by providing instances of significant connections across the diverse cultures. In Chapter 1, I discussed some of the issues at KUC that hinder the creation of meaningful interactions between domestic and international students. In Chapter 2, I will focus on leadership in the change process and examine various plausible solutions, resulting in the determination of a preferred solution for implementation.

Chapter 2 is divided into five sections. The first section examines my preferred leadership approach to change. In the second section, I discuss organizational change theories as they apply to my context. Next, I examine change readiness within my organization and describe the changes needed. The fourth section evaluates possible solutions. Finally, I relate my leadership approach to ethical considerations and challenges. Chapter 2 concludes with an overview of the change plan, in preparation for Chapter 3 where implementation, evaluation and communication of the plan are discussed.

Leadership Approach to Change

Systems leadership emerged from the systems thinking movement that occurred in the 1980s (Lewis, 2014). System thinking is a “management discipline that concerns an understanding of a system by examining the linkages and interactions between the components that comprise the entirety of that defined system” (Lewis, 2014, p.12). Because HEIs operate using multiple decision-making models (such as collegial, bureaucratic, and organized anarchy), the many actors or components within the system are diverse and the various units often have distinct cultures.

In the previous chapter, a house that is divided is presented as a metaphor for KUC. As a systems thinker, understanding the dynamics within the house is important, but it does not go far enough since our small house is affiliated with a much larger institution and that institution is connected to other organizations such as provincial and federal governments and research bodies, and so KUC's system intertwines with other systems. Now I ask that the reader imagine a region located along the coast. This region is comprised of various cities, each with its own infrastructure while also sharing the regional infrastructure. One or two cities are more affluent than the others. One or two are steeped in traditional values while others are entrepreneurial which, at times, results in agitated relations. The Region's most traditional city sits directly on the coast. Just off the coast is an island with four distinct houses. Both the city and the region refer to the houses as a single entity, yet each is distinctly different from one another and has its own governing body that requires maintaining connections with the city and the region. These governing bodies will work together to form coalitions to have a voice within the region but will also go to the region or city directly on their own as well, depending on the issue. The multiple leaders in this system try to do their best to meet the needs of all its constituents as well as work with the policies and politics associated with provincial and federal governments.

The University is like the region and each Faculty is a city. The Faculty of Arts is the city closest to the coast and the university colleges are off the coast. Each is looking after their own best interests but understand that the interests of the whole also matter, just not as much. When a city (Faculty) does not get what it wants from the Region (the University), if it has the means, it will replicate services to ensure that its citizens have what they need, and so we start to have a region (university) with haves and have-nots. The cities that are not wealthy enough or entrepreneurial enough to prosper require additional financial support from the region which creates more tensions. Having multiple systems within a system is evident in higher education institutions, especially within a de-centralized university that has the added complexity of university colleges. When no single system can command an outcome, collective action is required; thus, systems thinking and systems leadership is fitting (Bigland et al., 2020) within the higher education environment.

In order to fully understand the environment in which this house is situated, it is imperative to see the interconnectedness of the region and how the policies, practices, and people across the region work together to move the system forward. Systems thinking "provides a means of understanding, analyzing, and talking about the design and construction of the organization" (Lewis, 2014, p. 12). Because systems thinking focuses on how the organization functions, leadership is less about the development of leaders and more about the organization's interest in building leadership throughout the organization (Tate, 2009). The focus of systems leadership is the collective and interactive dynamics of leading rather than the leader's characteristics (Tate, 2009; Denis et al., 2012).

According to Macdonald et al. (2018), essentially systems leadership involves creating, improving, and sustaining constructive organizations through learning to understand and predict the behaviors of people in the organization. Although I have agency to advocate change in some areas, as a systems leader, I want to find ways to match the goals I wish to achieve with behaviors in various parts of the system, including those where my agency is not obvious, and then make spaces for people to drive the changes themselves. Throughout this change process, I will take on various roles as a change agent, including that of initiator, facilitator, implementer, as well as enabler of others to accept the change (Gerwing, 2016). Macdonald et al. (2018) affirm six principles of behavior that are the foundation of systems leadership. These include the following:

1. acknowledging that people need predictability in their environments
2. understanding that since work involves people (and people are not machines), it is a social process, and so understanding social process within the organization is vital
3. appreciating that trust, love, honesty, fairness, courage, and dignity are core values for social cohesion and people need to feel they are considered with these values in mind
4. recognizing that cultures are formed upon mythologies
5. realizing that change is a product of dissonance

6. building relationships based on boundaries associated with authority rather than based on power (with unclear boundaries) is more productive

Recognizing established patterns of behavior fosters our ability to predict reactions (Rempel et. al., 1985). As a change agent, within my initiator and facilitator roles, I need to understand that individuals are comforted by consistency as it aids in the ability to predict (Dunn, 2000; Rempel et. al., 1985). Consistency in behavior is an important factor in building trust within organizations (Dunn, 2000). In addition to my being consistent in my behavior as a leader, as a team, we can discuss and predict how other units, with differing subcultures, may perceive changes, and this can aid in our approach. Unpredictable behavior due to a lack of consistency within an organization may inhibit innovation (Lee et al., 2004).

People are in relationship with their work environment; they are not machines who simply complete tasks. Systems leadership, like adaptative leadership, encourages engagement throughout the organization and so supports principles of distributed leadership. Distributed leadership allows people to influence their team by taking on leadership roles (Northouse, 2019) and is particularly helpful in a university setting where there is a high degree of individualism and few incentives to meet organizational objectives which may result in people being unwilling to change unless they see personal benefits and have control over aspects of the process that impact them (Mainardes et. al., 2011). As mentioned, distributed leadership will play a role in my OIP as people feel more control over their work life when they "are continually discovering how they create their reality. And how they can change it" (Senge, 2006, p.12). As both a facilitator and an enabler of change acceptance, recognizing that people, unlike machines, cannot be controlled and have their own views will help in assessing not only what the organization needs, but also what people need and what they deem as worthwhile (Macdonald et al., 2018).

Six values, namely trust, love, honesty, fairness, courage, and dignity, are needed to create cohesion within groups, whether at work or otherwise (Macdonald et al., 2018). It is not enough to have some of these values; all are needed to create a positive environment. For example, without ensuring dignity is valued, a “shame and blame” environment can develop which then leads to people not wanting to be honest, courageous, or trusting for fear of repercussions. In such an environment, changes will be difficult to implement. In every role as a change agent, I can exhibit and expect behavior that is consistent with honoring these values.

Having strong, shared mythologies strengthens culture (Macdonald et. al., 2018). In our telling our stories of how we arrived at the place we are and reiterating how we are appreciated for our flexibility help fortify our tradition of being forward thinking. Also, the interest in perpetual learning is fundamental to our area’s staff identity, and this is a significant part of our mythology. The characteristics of being nimble and anticipating opportunities and challenges are touted frequently and this helps nurture our culture of learning. This principle of systems leadership is necessary in each of my change agent roles as reinforcing our mythology creates cohesiveness which in turn strengthens our team, setting the stage for change readiness (Macdonald et. al., 2018).

Dissonance is defined by Macdonald et al. (2018) as “an experience where our expectations or predictions are challenged” (p. 64). Embracing diverse viewpoints increases our tolerance for dissonance which results in our staff being more open to change. In creating dissonance in my role as initiator, adaptive leadership will play a key part. Adaptive leadership requires that we adjust to living in the disequilibrium that dissonance creates (Lewis, 2014). As an initiator of change, when providing a strong vision of the change, it is important to acknowledge that we are not looking to fix our system, but rather looking for ways to improve it. The mindset of improving is different from fixing as fixing implies that something is broken which in turn implies that mistakes have been made, thus negatively impacting many of the previous principles (Lewis, 2014). This focus on improving will also need to be reiterated when managing the change process as part of my implementer role to increase motivation to achieve the undertaking.

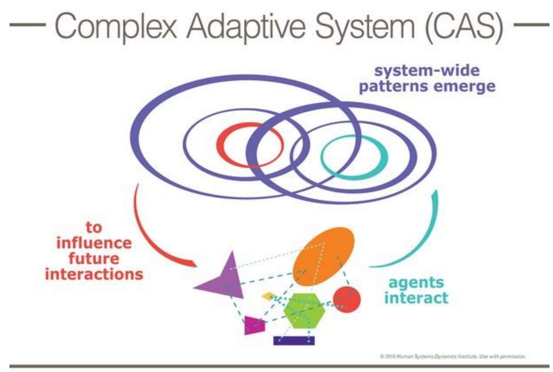
These six principles underpin the way I view leadership and are appropriate for the context in which I work as they consider the people throughout the system, rather than focusing on the characteristics of the leader(s). In my daily work, I lead with a systems lens. This way of leading allows me to proactively seek opportunities for improvement. In attending to a specific change process, I often use an adaptive leadership lens and sometimes a distributed leadership lens.

Framework for Leading Change Process

Change will be led considering Dooley's Complex Adaptive System bookending and threading through Cawsey et al.'s (2016) Change Path Model. Acknowledging that system-wide patterns can spark an opportunity for change and recognizing that new patterns of behavior can emerge as a result of the change process is what intertwine systems and adaptive leadership strategies (Lewis, 2014). Kevin Dooley (1997) discusses Complex Adaptive System (CAS) as a collection of somewhat independent agents who interconnect through symbiotic actions to create system-wide patterns; these patterns then effect the actions of the agents. Using this system, I can explore our environment on "multiple scales, considering how agents' interactions generate patterns" in order to "name the interactions that influence those patterns" (https://www.hsdinstitute.org). For example, political factors have led to certain patterns of behavior within KUC, and if we are able to address or work around these factors through agent interactions, we may be able to change patterns of behavior, which in turn can help nurture the change process. According to Lewis (2014), the "principles of complex adaptive systems represent the convergence of Adaptive Systems theories and those of Systems Leadership" (p. 17). Figure 5 communicates the CAS lens.

Figure 5

Complex Adaptive System



Note. From 2021 *Complex Adaptive Systems*, by Human Systems Dynamics Institute, 2021 (https://www.hsdinstitute.org/resources/complex-adaptive-system.html). Reprinted with permission. See Appendix A.

In deciding on this problem of practice, I looked at the entire system and took note of the many opportunities for enhancing student experiences within our distinct ecosystem. I also observed the patterns of behavior that inhibit our ability to leverage these opportunities which are key when determining an effective way to undertake the change process. Figure 6 shows Change Path Model (Cawsey et al., 2016) which I will use in tandem with CAS.

Figure 6

Change Path Model (CPM)

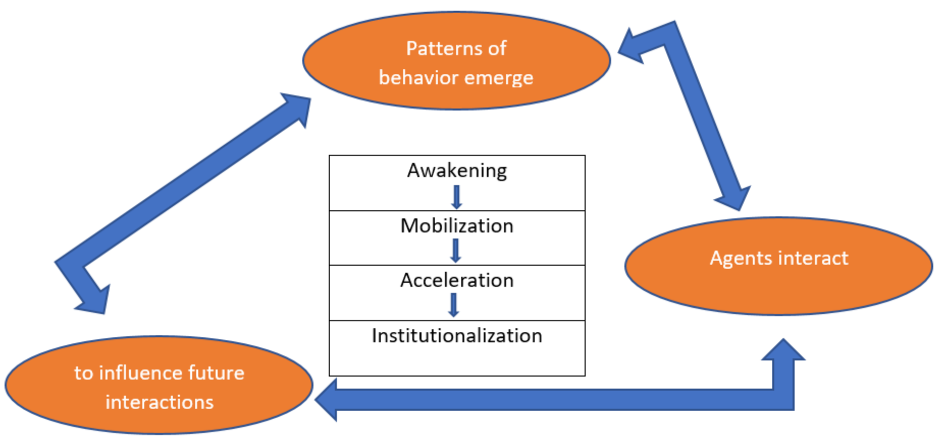
Awakening Identify the needs and challenges re: change; spread awareness of gaps between current and proposed future state; create "powerful vision"; persuade people to hold the vision.
Mobilization Leverage systems that will help achieve vision; understand dynamics to build coalitions that support vision; reinforce need for change and support those impacted.
Acceleration Continue to support those involved in change; build on energy; "celebrate small wins".
Institutionalization Track changes and assess needs; rethink strategy, if needed and mitigate risk; establish new stability in "transformed organization".

Note. Adapted from *Organizational change: An action-oriented toolkit* (p.55), by Cawsey, T., Deszca, G., & Ingols, C., 2016, SAGE. Copyright 2016 by SAGE Publications, Inc.

While moving through the Change Path Model (CPM), I will need to be aware of agent interactions and their impact on future interactions. Dooley (1997) argues that a CAS is “both self-organizing and learning” even after being “pushed far-from-equilibrium” (p. 77). With an institution such as KUC, there are many internal and external forces that impact our environment, and with most HEIs, change can take a long time. By addressing patterns of behavior, agent interactions and their impact as well as the four stages of change within Cawsey et al.’s (2016) Change Path Model, I may be better able to see the big picture, a basis of both systems and adaptive leadership. Figure 7 provides an illustration of how these change models can complement one another.

Figure 7

Complex Adaptive System with Change Path Model



Note. This is an adaptation of Figure 5 and Figure 6.

Movement through the Change Process

Figure 7 indicates the consideration of patterns of behavior prior to the Awakening phase, agent interactions throughout the change path model, and then future interactions based on experiences at all points in the change. While keeping both CAS and CPM in mind, I will now discuss the movement through the change process.

Noticing Patterns of Behavior in the System

With the growing number of international students on our campus, the student body may be more varied in behavior, values, and expectations than it was prior to this staggering increase. Reactions to this change in the student body are wide-ranging, as mentioned in Chapter 1. Regardless of whether staff and faculty are pleased with the increased number of international students, people's working environments have been affected. Faculty members have differing perspectives on the impact of increased international students in their classrooms, and this difference has been associated with disciplines (Clifford, 2009; Clifford, 2012; Sawir, 2011). For example, it has been found that faculty members in the hard disciplines (STEM) are less likely to feel the need to adjust their role as instructors because they see their subject matter as culturally neutral (Clifford, 2012), whereas faculty members in soft disciplines (Arts) feel compelled to make changes to their teaching to account for international student presence (Clifford, 2009; Clifford, 2012; Leask, 2015; Sawir, 2011).

At KUC where our academic units are in soft disciplines, there appears to be little desire to work with international students as evidenced by the negligible number of students admitted to their majors. When asked by senior administration as to why there are so few international students admitted, the reasoning given is that international students, particularly those who are English language learners (ELLs) require too many resources and since their revenue stream does not have any stipulations regarding domestic or international student numbers, there is no rationale for recruiting them. Conversations around changing the funding model to incorporate fee differentials between the two student groups appear to be on the horizon and so the opportunity to explore this further could occur.

Awakening

The story that needs to be told to incite the need for change will look different at different places within the organization. For example, in KUC's academic departments, the benefits to domestic students should be highlighted. Finding ways to talk about the amazing resource the SoE provides by having diverse student perspectives down the hall is not enough. Leveraging course outcomes to motivate faculty and staff within academic units to want to include these perspectives in their students' learning is one means of motivating. Discussed later in this chapter are a couple of examples where we have already been successful with working with faculty members on projects that speak to course outcomes. Such intercultural interactions in the curriculum can have greater identified benefits than those associated with students studying abroad (Leask & Carroll, 2011; Soria & Troisi, 2014).

The "awakening" phase may require additional gathering data in the areas of KUC where there is more agency. For example, when we run events in residence and in student life, we can survey students to find out how they experience the interactions between domestic and international students. We can, and do, survey students in the Conversation Partner Program (CPP) to find out if they are more inclined to go-abroad because of their experience in the program. Because the study abroad statistics are held on the main campus, we are working with them to reconcile students who have been a part of CPP with students who have gone on a study abroad experience. Partnering with main campus on data gathering will help both our units provide evidence for our chosen paths for change. Gathering student perspectives and sharing the information at senior administration meetings, support staff meetings, and Academic Council meetings could help us show the current gaps in this area and the benefits of addressing these gaps, as we aim to stay true to our mission of providing exceptional teaching and learning for the global environment.

Mobilization

Using the CAS model, it is important to spot stakeholder interactions, especially when associated with change, that may affect patterns in behaviors. In some units, there appears to be hesitation to try new ideas due to their bureaucratic nature which seems to have instilled a "fear of punishment for incompetence” (Schein & Schein, 2017, p. 326). Some individuals, perhaps those with a long history within the unit, may be more inclined to resist changes due to previous experiences. Having watched many initiatives fall to the wayside because staff are nervous about using discretion, even when it is possible and should have a positive impact, reiterates the value of trust within the system. Due to the small size of KUC, our staff frequently have direct contact with students. This helps build relationships which then increases our desire to use discretion to intervene on students’ behalf (Lipsky, 2010). As evident in systems leadership literature (Senge et al., 2015; Goss, 2015; Macdonald et al., 2018), trust is one of the core values that systems leaders need to foster to create an environment that is open to change; trusting people’s ability to use their discretion can aid in this objective. As expressed earlier, trust is one of the core values that systems leaders need to foster to create an environment that is more open to change.

Change readiness will play a large part in this phase. As will be discussed later in this chapter, change readiness has ties to system leadership principles. For example, if people do not feel that their core values (trust, love, honesty, fairness, courage, and dignity) are being respected, they may be less inclined to allow themselves to be vulnerable, and hence, avoid taking the necessary risks to be innovative (Koenig, 2018; Lei & Le, 2019; Schein & Schein, 2017). This speaks to the importance of understanding patterns of behavior. This is a point where CAS and CPM need to be considered in relation to one another and in relation to systems leadership. In such a complicated system, mobilizing people to embark on change will look different across the system. The various units will respond to change in patterns specific to their context within the larger system. For example, the staff within the Registrar’s Office at KUC are often hesitant to take on change that could in anyway displease the faculty as some faculty members have a history of belittling the use of discretion within that office. There have been great improvements in the interactions between faculty and the Registrar’s Office, but historical events still play a part in change readiness and will need to be considered when attempting to mobilize staff in this area.

Acceleration

In the "acceleration" phase of the CPM, I will need to see my role as a catalyst, yet this does not simply mean moving the process forward. Because I am considering the CAS model in this change, it will be necessary for me to understand that at this point, I may need to go back to the *awakening* phase; once change starts to gain momentum, it often gets derailed. The prolonged, circular mode of communication within the collegium is particularly evident during decision-making (Manning, 2018). Although by this point in the CPM, multiple conversations will have been had at a variety of tables, there will still be complications due to faculty's fluid participation (Manning, 2018), especially in meetings. Since I have a VP role at KUC without being an "academic", there is often trepidation when initiatives in my portfolio are perceived as overstepping into the faculty world. This stage will be excessively time-consuming as I will need to have the same conversations time and time again. Ensuring meeting minutes are accurate will be required as they will be used support or retract past decisions.

To keep the energy flowing, I will need to encourage ownership of the improvements. This will involve my having conversations with our President and the senior administration team to spread the word of what good work is happening in areas throughout KUC. In summary, this phase will involve recycling through the CPM as needed, removing obstacles for those in the trenches, continuing to create spaces for collaboration, and spreading success stories.

Institutionalization

Institutionalization should result in a transformed organization (Cawsey et al., 2016). The transformation of an organization involves a significant change in the organization's fundamental nature, including its structure as well as its way of thinking, feeling, and behaving (O'Neal, 2018). In relation to CAS, this equates to the establishment of new patterns of behavior within the organization. I realize that the process by which we attain the goal of purposeful interactions between domestic and international students can look different for various individuals and working groups. Keeping an open mind about how to achieve this goal and encouraging experimentation may be the way to institutionalize this plan. While working through this project, there will be a need to earn trust outside my portfolio which may mean my taking responsibility for any problems that arise to ensure that "shaming and blaming" do not occur. At the same time, it will be important to ensure that praise is given to those in the trenches when we have successes.

Being on top of the challenges and successes will be important so that those working on the initiatives are the first to know what works and what does not. This can be accomplished by taking the temperature of the change context. By reaching out to students, staff, and faculty, both informally (e.g., at check-in meetings) and formally (e.g., through surveys), we can know early if adjustments need to be considered.

Remembering that change is a process, not an event, is key in the institutionalization phase. Transformational, or second-order, change questions people's sense of self and underlying beliefs of how the organization should be managed (Kezar, 2018). In this case, both the change, creating purposeful interactions between domestic and international students and the fact that the change is being led by staff outside the academy may result in uneasiness. This type of change takes time and requires persistence. The CAS model includes the concept of a "punctuated equilibrium"; Dooley (1997) offers that "change occurs when the system has evolved far-from-equilibrium, which could come from an accumulation of small perturbances or the cascading, compounding effect of a small disturbance while the system is hypersensitive to such disturbances" (p. 80). Successfully moving through multiple small changes will encourage further changes, and the momentum of such changes can pull the system in a new direction. Thus, the alteration will become a natural component of the work.

Critical Organizational Analysis

As with many Canadian universities, internationalization plays a significant role in the University's strategic plan. Jane Knight's (2004) definition of internationalization is frequently cited; she defines internationalization as "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education" (p. 11). Since internationalization has an important place within the strategic plan of the larger university, there are many opportunities in the system to leverage this plan to create spaces for change. One important aspect of internationalization includes Internationalization at Home (IaH). Internationalization at Home "comprises activities that help students develop international understanding and intercultural skills" (Beelen & Jones, 2015, p. 61). Thus, IaH can be a leverage to create purposeful interactions between domestic and international students.

According to Amos and Rehorst (2018), constructing meaningful interactions between domestic students and English-language learners (ELLs) in a university setting requires three considerations: self-image, power dynamics, and oversight. Both the domestic student and the ELL need to feel that their contribution to the interaction is of value, thereby establishing positive self-perceptions. Next, power dynamics need to be considered. It has been found that for interactions between two groups to be successful, people must have an equivalent standing within the situations (Amos & Rehorst, 2018). It cannot be a situation where one group is the benefactor and the other the recipient. Finally, group interactions must be authorized by power holders, such as instructors, for them to be successful (Amos & Rehorst, 2018). Some students may not invest in such interactions if they are not monitored to ensure that all participants are contributing to the activity.

Since the SoE works with international students as its core purpose, and because the shared vision within this unit is to support our students, over the last number of years we have been working toward establishing ways for our international students to become more involved in campus life. Having students be involved is important to us as we understand that students who sense themselves as belonging to their campus community are more likely to persevere, have enhanced motivation and are willing to engage others in ways that further their determination (Tinto, 2017). For example, we have established a student council for students in pathway programs, and that council, with the support of our team, works with others at KUC as well as CU to develop events and volunteer opportunities where our students can take on leadership roles. One such opportunity is being “living books” during International Education Week; our students spend time talking with staff, faculty, and other students to answer any questions they may have about our students’ home countries and cultures.

Additionally, in recent years, more areas outside of the SoE have been added to my portfolio, including KUC’s International Office, KUC’s Residence and Student Life department, and the credit-free courses offered through Continuing Education. With the addition of these areas, my perspective expanded to include the needs of domestic students. It did not take long to find out that many of the domestic students at our UC had very limited experiences interacting with people from various cultures. For example, in recruiting domestic student for the CPP, we have had students who are registered at KUC tell us that being that they are from rural Ontario towns, they have never had the chance to speak with people who have different accents from their own. It became clear that providing experiences for such interactions could enhance intercultural competencies for the broader student population.

Considering that the majority of planned organizational change initiatives fail, understanding an organization’s capacity for change is essential (Judge & Douglas, 2009). While change readiness often considers the state of mind of individuals within organizations, change capacity examines overall capacity to ready and able to respond to the environment as needed (Judge, 2011). Using a survey instrument put forth by Judge (2011), I can examine KUC’s organizational change capacity (OCC). The survey instrument can be found in Appendix B. In reviewing the tool, it is evident that, largely due to the differing subcultures within the organization, the OCC is not the same for the two sides of the house. Dimensions such as systems thinking, a culture of organizational innovation, trust in both leaders and followers, effective middle management, and accountability (Judge & Douglas, 2009) are all apparent on the SECE side of the house, whereas these attributes are not as important in the culture of the academe. Although effective communication, another dimension of OCC, is aimed for throughout the system, it is a complex undertaking that needs constant tending. As SECE encourages a learning culture, we are not afraid to share information within our teams, even when we don't know exactly where we are going so that we can all learn together (Buller, 2015).

On the other side of the house, the goals within the organization are different. Faculty, as discussed, are often more dedicated to their discipline than to their institution and are not motivated by the institution's need to be innovative, especially in ways that might appear to be marketisation of their profession (Blackmore & Kandiko, 2011; Manning, 2018). Additionally, academics might feel threatened by new terrain that comes with change and since their motivation is closely related to freedom of action, they may not be interested in big picture organizational goals (Blackmore & Kandiko, 2011). The OCC survey instrument has another dimension that I do not believe resonates with faculty culture: involved middle management. As discussed previously, our VPAD is part of the executive team; thus, our department chairs would be deemed "middle management" and since their roles are fixed in length of service, they tend not to side with administration over their fellow faculty members (Armstrong & Woloshyn, 2017). They remain within the circle of their peers and keep their membership within the faculty union. Knowing that what motivates faculty to embark on change is quite different from what motivates staff and recognizing that some faculty separate themselves from the goals of the organization, it is understandable that the degree side of the house does not score highly on the OCC dimensions.

Being able to identify how the two sides of the house differ and anticipating potential reactions to change may help us uncover change drivers. Furthermore, understanding that there are multiple systems within both our smaller and the larger system where change drivers or leverages can be found is a focus of this plan. There has been much work already done to this end, but there are many more opportunities throughout the system that still could be leveraged. One of the key indicators regarding the timing to act on these opportunities is change readiness.

Change Readiness

As discussed in Chapter 1, change readiness in this system is multifaceted and multileveled; it refers to the group members' commitment to change and their belief in their ability to successfully carry-out the change (Weiner, 2009). Understanding change readiness is an important element when working through the Change Path Model with Complex Adaptive Systems in mind. The analysis of change readiness literature by Rafferty et al. (2013) proposes that "the processes that contribute to the emergence of change readiness at the individual and collective levels differ at the individual, group, and organizational levels" (p. 112). Furthermore, antecedents to change readiness are presumably also different across the three levels. Reflecting on the metaphor of my organization's system as a region, this makes complete sense. What drives the individual citizen is often different from what drives the city or the region to want to make changes. Additionally, changes made by the region can negatively or positively impact the city and vice versa. Both individuals and cities with fewer resources can feel more isolated in the change process as they do not have the same power as cities with more resources or the region with more oversight. In this metaphor, we can see how affective components, such as love, hate, excitement, happiness, anger, and acceptance (Rafferty et. al., 2013) can look very different at the individual level than it does at the city or region level.

Extending this metaphor to the context of my organization, we can see that gaining the vision's acceptance by a faculty member, a support unit, a department, or the entire organization may require perspective shifts. Although complex and multi-faceted, there is predictability in the change process (Whelan-Berry & Somerville, 2010). In understanding the organization's context and the patterns of behavior within it, we can identify change drivers specific to individuals. When individuals are not required to change, we can see differences in change readiness as shown in the change readiness ratings discussed in Chapter 1. Therefore, having a variety of change drivers that can be employed at different stages of the change process can be helpful in addressing individual, working group, and organizational change readiness (Whelan-Berry & Somerville, 2010).

Individuals within the same unit can share a vision for change but have very different inhibitions for modifying their behavior. My role as a leader is to find ways to remove obstacles and develop creative structures to allow the change to move forward (Whelan-Berry & Somerville, 2010). For example, one academic department in KUC was looking to have peer leaders as a part of their student staffing to help with some retention concerns, but no one in that department wanted to train and manage the student(s) in this position. The department wanted control over the student staff's tasks but did not want to have to change their own work as would be required to manage a new initiative. In conversation with the Chair, I suggested that our Student Life Coordinator (SLC) could take care of the hiring, training, and supervising of the peer leader(s) and their staff could work directly with the SLC to determine what sort of activities they would like to see the peer leader(s) do with students. Using the CPM (Cawsey et. al., 2016) stages of awakening, mobilizing, accelerating, and instituting the change, I was able to align change drivers and change readiness to move forward.

Improving student retention is a change driver that spoke to this group (*awakening*), but staff were hesitant to add something completely new to their roles and faculty did not want to be involved in this administrative work, so we were able to find a compromise. When trying to find the appropriate change driver to mesh with antecedents to promote change readiness (*mobilizing*), I should consider both cognitive and emotional inclinations to change at the various levels (Rafferty et. al., 2013). In finding this compromise, student staff across various units, including the SoE, can work together to improve student life on campus as a peer leader team. It will also be important to follow up on this success story by commending all who are working on this project (*accelerating*), not just those in my area, so that they know their efforts are being noticed and respected. As part of being appreciative, my bringing instances of exceptional work to the attention of the executive team may stir interest in the individual's work and speak to the staff's core values, particularly those related to trust, fairness, and love (Macdonald et. al., 2018). My hope is that people will feel productive and want to maintain the project as it is bringing them positive attention, thus building positive antecedents, and accelerating the change process (Rafferty et. al., 2013). Finally, in order to ensure this change is entrenched (*instituting*), I need to budget appropriately, evaluate the programming effectively, and continue communicating with the department to ensure needs are being met (Cawsey et. al., 2016).

Remembering that work is a social process, individuals having positive experiences may result in the entire organization's change readiness improving. According to Rafferty et al. (2013), a working group's "change readiness and an organization's change readiness attitude emerge from the cognitions and affects of individuals that become shared because of social interaction processes and that manifest as higher-level collective phenomena: work group and organization readiness for change" (p. 116). When we consider change readiness and its complications as multiple levels, clearly change does not happen as one incident in time. Understanding that changes occur along a punctuated equilibrium impacts the expected timing of acquiring institutionalization. When contemplating change readiness, the CPM, and the CAS, the complexities across the organization become clearer and the methods to undertake change more varied and staggered to address these complexities. As a systems leader, I recognize that in doing, I am learning (Senge et. al., 2015).

Gap Analysis

There have already been several small projects that are starting to move the system to, what I hope to be, a new normal. At this point, the gap between our current state and our ideal state might be best addressed by our moving initiatives along, supporting where we can, encouraging when appropriate, and then moving even further into the background. By this I mean the best thing that could happen to achieve our goal would be for others to want it enough to take the lead and own their plan. Having a systems lens to leadership enables me to see the many opportunities to leverage and makes me aware of the patterns of behavior that may need to be considered when moving in certain directions. I recognize that I cannot know everything and so need to ensure other staff have the time, space, and resources to make the change happen in a manner that is most appropriate for our system. How we get from where we are now to where we want to be is not fixed. The idea is that people come up with ways they want to achieve this objective and the fact that the objective is being achieved is the win. It cannot be expected that, in this context, everyone will be committed to the goal, as that would be an impossibility, but what it can mean is that the creating of purposeful interactions between domestic and international students would be seen as a natural rather than an unusual practice.

Achieving a sense of normalcy around such purposeful interactions might mean that there are consistently extra-curricular, co-curricular, and/or curricular components with these embedded. Extra-curricular activities could be spear-headed by staff from various student support units and students. Co-curricular activities could be something that staff, and perhaps faculty, could work together to achieve. Curricular activities would involve faculty members on the degree side or teaching staff in the SoE and include students from different cultures to work together to achieve course outcomes.

Keeping in mind the findings of Amos and Rehorst (2018) and the three conditions that foster purposeful interactions mentioned earlier will be an integral part of the success of the activities. Thus, during the mobilization phase, some learning about these conditions will need to take place. Strategically aligning who needs to know this information with who best to share it will need to be considered as part of this change process.

Possible Solutions to Address the Problem of Practice

In this section, four possible solutions are presented. These solutions will be discussed individually and then examined in terms of the amount of non-material resources, including time, experience, and energy management, needed to implement. Financial resources are not a major contributor to solving this problem. After examining each solution individually, I will compare them to find the optimal solution at this time. Finally, I will look at how the chosen solution could be realized.

Solution 1: Stay the Course

As mentioned, several initiatives have already been undertaken. For example, KUC's International Office established a conversation program that matches domestic students with international students who are English-language learners. This program has been devised to incorporate the conditions needed for meaningful interactions (Amos & Rehorst, 2018; Calloway-Thomas et al., 2017; Killick, 2015). The conversation partner program (CPP) appeals to a variety of audiences. First, domestic students interested in learning one of the ELL's first language can be paired with an ELL who speaks that language. For instance, a student learning Korean can be matched with an ELL from South Korea. Both students would likely be keen to both teach and learn, providing positive self-perceptions and a leveling in the power relationship. Working together the two students can meet their goals associated with language learning. Additionally, KUC's International Office monitors the pairing to ensure that they are meeting on a regular basis and provides supports for students as needed. Another population of students interested in this program are those who are studying in KUC's Applied Linguistics minor. In fact, as part of one of the required courses in that program, students participate in and write reflections on their experiences in the CPP. Again, working together the pair can have their individual needs met, whether they be assignment objectives or personal ones; students can develop their intercultural communication skills. This program is also advertised to students living in KUC's residence as part of its student life initiatives. Furthermore, students that participate in the CPP can use this as part of the University's co-curricular "International Experience Certificate." Our International Office ensures that all student needs are considered by interviewing each student to make sure they are paired with someone whose interests are aligned. This single program reaches into the curriculum at KUC, the co-curricular activities at the University, and the student experience program in both the SoE and KUC's residence.

Because the SoE and the Residence and Student Life department are both within my portfolio, some purposeful connections are being developed across student groups. For example, we have built a strong peer leader program at KUC and have asked that the students from all parts of KUC work together to come up with activities for the entire UC student population. The SoE's student experience manager and KUC's student life coordinator, who mostly relates to residents, have a long history of working well together. They mentor the peer leader team and the work that has been done by the peer leaders has been noted throughout KUC by staff from other units. This provided an opportunity to expand the peer leader team's mandate to beyond residential and SoE student groups. During the pandemic, the peer leader team has been working together to host speed-friending events and game nights that have been attended by students from across KUC. The staff from various parts of KUC are collaborating to provide extra supports during this trying time.

In terms of working with faculty at KUC, we currently have two projects in place. The first was discussed earlier as it relates to the course in Applied Linguistics. The Continuing Lecturer who has incorporated this into her course has a strong relationship with the management team within the SoE and so this was a seamless project that began with the establishment of the CPP. The second project occurred with a sessional professor in a different department at KUC. Students (of whom almost all or all are domestic) in this professor's class are given an assignment that requires three discussions with an international student in one of the SoE pathway programs. The students in the pathway program also have an assignment that requires three conversations with a student in the credit course. These interactions between the international and domestic student are purposeful as each person has something to offer the other, have a goal to achieve via their discussion, and are monitored by course instructors. This worthy project was short-listed for the Wharton-QS Stars Reimagine Education Awards.

As the SoE runs two pathway programs for English language learners to gain admission to the university, we have established strong relationships with various departments on the main campus. We work closely with the Recruitment and the Admissions teams within the Registrar's Office as well as within the Graduate Studies Office. Since both offices are looking for efficiencies, they see the value in collaborating with us on multiple fronts. Having these relationships allows us to be aware of activities on campus of which we may not normally be informed. For example, the International Office on the main campus decided to resume a university-wide committee that I was previously a part of but under the new leadership I was not. My relationships with others on campus resulted in their advocating that I be included. Goss (2015) suggests that a "crucial element of success is the capacity of system leaders to recognize each other, understand the contribution and value of other leaders and begin to build a network capable of collaboratively moving obstacles" (p. 8). I am grateful for these relationships as they greatly aid my ability to see the full system; hence, I share whatever information I may get with my allies on main campus to ensure continued communications. Having conversations, both formal and informal, with staff at various levels and from various areas enables me to see where connections can be made to further improvements.

Additionally, two years ago, our pathway programs underwent a program review through the university's Associate Vice President Academic's office. This review was a scaled back version of a traditional review as only two faculty members from the university, no external reviewers, were involved in the process. For us, this was ideal as the two faculty members needed to acquire a firm understanding of our programs. These faculty members had several suggestions for improvement and most involved finding ways for the programs to become more visible and integrated across campus.

Having strong relationships with people on main campus gives us some credibility at KUC which helps improve our profile. Since the new work that has been done has been driven by one area of a UC, the goal is far from being institutionalized. The changes that have happened, although important and innovative, are in place due to the efforts of small, marginalized teams at KUC who have piqued the interest of some folks at KUC or on main campus but are still largely considered outsiders as non-academics.

In Chapter 1, I discussed how there are tensions between the two sides of the house at KUC. Because of our apprehension toward any initiative that may overstep into the world of the academics, we have taken a ‘ready and waiting’ approach for the implementation of activities that we feel could benefit the student experience. We have not proactively sought to express our big picture goal outside our team; rather, we have slowly worked on individual projects whenever we can to push the goal forward. Leading such initiatives might be perceived as too ambitious for such a small, non-academic unit, but through small, incremental bursts of innovation at various points in the system, we may be able to reach the point where others with more power and resources will want to push this agenda.

Solution 2: Embedding Interactions within Extra-Curricular Activities for All Plus Co-Curricular and Curricular Activities for SoE Students Only

Extra-curricular activities are those outside of the classroom; such activities are where student affairs and academic staff relinquish responsibility to one other and manage to stay out of one other’s path (Manning et al, 2014). There has been a focus at KUC on extra-curricular activities for the students in residence and the students in the SoE, but not so much for students in KUC's academic programs. Currently, each department has their own staff member who, as one small part of their role, attempts to engage students within their department. Some areas, like the SoE and residence have a significant number of student staff while other departments have none. Student staff, as peer leaders, dons, and casual support staff work throughout KUC in a siloed fashion. KUC could expand the hiring of peer leaders and create a peer leader team that serves the entire student population, hosting more activities that have meaningful interactions between domestic and international students. Having diversity as a core component of student events at KUC could facilitate interactions and enhance the student experience. From creating intramural teams to running leadership workshops, students from various cultural backgrounds can work together to achieve a common goal. These sorts of activities could create meaningful interactions for the students.

Additionally, since the SoE teaching staff are keen on internationalization efforts, particularly ones that aid in their students understanding their new academic environment, they may be willing to implement purposeful interactions between their students and domestic students through both co-curricular and curricular activities. Capitalizing on many initiatives already in place, we could reassess some of the extracurricular activities, such as student government for SoE students, to include working with the academic or residential student governments and then recognize these activities through a credential such as a certificate, micro-credential, or co-curricular record.

Solution 3: Embedding Interactions within Co-curricular Activities for All

Manning et al. (2014) distinguished co-curricular from extra-curricular stating "the former is parallel to the academic curriculum while the latter is outside of, supplemental, and basically unrelated to the education effort of the academic curriculum" (p. 73). In addition to creating co-curricular activities for SoE students, we could do a co-curricular record, micro-credential, or certificate for all students registered or living at KUC. Co-curricular activities, such as the CPP mentioned earlier, are a great start, and more activities could be developed, but they may need to minimally impact faculty members' time. The co-curricular model is corresponding to, but separate from, the curriculum as the academics' concentration is on the students' in-class learning, and the student affairs staff focus on student development outside the classroom (Manning et al., 2014). Finding co-curricular opportunities will require our actively searching for courses that have elements in them that could benefit from interactions between domestic and international students, outside the classroom, and then have ideas ready to present to faculty and staff in academic units that could complement curriculum content.

Solution 4: Embedding Interactions within Curricular Activities for All

Curricular activities that will meet our objective within the pathway programs are much easier to implement as the instructors need their students to use language in purposeful ways and reflect on the learning process in preparation for their degree studies. The pathway programs aim to have students deeply learn language in context. Because of this focus, instructors in these programs are willing to be flexible in meeting faculty expectations; the issue is whether faculty, especially tenured or tenure -track faculty, believe such interactions are worth experimenting with new ways of teaching in their courses. The faculty must perceive the benefits to be substantial. Even though we have had success with curricular initiatives, this type of success is probably not very motivating for faculty members with tenure. KUC faculty all get the same increase in pay each year, no matter their performance in teaching or research and so there is no financial incentive for being innovative. Additionally, KUC does not have tenure-track or tenured *teaching* faculty; that is faculty who are expected to focus on teaching rather than having the 40/40/20 split of teaching, research, and service. At KUC, those who focus on teaching are deemed Continuing or Definite-Term Lecturers; they do not have the same power as tenured faculty and have less control over the courses they teach. Having tenured faculty members wanting to collaborate on curricular initiatives would be ideal as their commitment to this might result in a greater chance of institutional transformation. There has been much research on the importance of internationalizing curriculum (Joseph, 2012; Killick, 2015; Leask, 2015; Leask & Carroll, 2011), and reiterating the value of such an endeavor would be needed.

Since our pathway programs feed into most undergraduate programs on the main campus, we could work with faculty at the university. There are numerous reasons that contribute to the fact that it is often easier to work with people on main campus than it is with faculty at KUC. First, main campus has teaching faculty. Since these faculty members focus on their teaching and research aspects of teaching, they may be more inclined to want to try new curricular initiatives. Next, Sawir (2011) found that although academic staff in Engineering and Science were not keen on internationalizing their curriculum, they were "more concerned with helping students adjust to the learning style required" than academic staff in the arts faculty (p. 53). Furthermore, she found that faculty in soft disciplines (e.g., Arts) felt they needed to adjust their teaching and assessing because of challenges that ELL international students face more than academic staff in the hard disciplines (e.g., Engineering). This is primarily due to soft disciplines involving more written and oral components than hard disciplines that are more numerically focused (Sawir, 2011). Because academic staff in soft disciplines feel they need to make changes to their teaching and assessment practices, they may be less inclined to support internationalization efforts, including internationalizing curricula. As previously mentioned, KUC offers courses in soft disciplines. Finally, internationalizing the curricula has been an initiative supported by the main campus' Centre for Teaching and Learning for numerous years and so there is institutional buy-in for this work to be done.

Since working with faculty on the main campus is sometimes easier, it may be better for us to engage in curricular changes there and hope that the effects will trickle to KUC, enticing our own faculty to want to participate. By being involved in the array of supports offered through the Centre of Teaching and Learning, our senior instructors have come to know the innovators on main campus who might be interested in moving forward with the idea of creating meaningful interactions between student groups as an element of internationalization. Sawir (2011) argues that internationalization is more than adding some global models to the curriculum; it should facilitate openness to different ways of thinking. Sharing a variety of perspectives in the classroom is one way to achieve this. The students in our pathway programs aim to study or are currently studying in courses on the main campus, and so our collaboration could benefit many. If this solution could be achieved, it presumably would have the greatest impact on the system as the change would happen in a core activity of the institution: teaching and learning within the classroom.

Resource Considerations

When considering resources, I will look mainly at non-material requirements for achieving this objective because material resources, including money, are not a major consideration as the suggested options do not require large budgets. Student staff is already a part of our budget, as are running activities. Both could be expanded with minimal (less than $10,000/year) financial resources. If there were a need for extra staffing, given the importance of students in this initiative, we would begin with more student staff, again a minimal expense. Changes to course curriculum are at the discretion of faculty members and some financial supports are already in place through the Centre of Teaching and Learning. Non-material resources will include time, experience, and energy management.

Time considerations include how long it will take to get the options through the change model. Experience considerations will include how much training will be needed to move the options through the model. Finally, the energy management consideration will look at the amount of tenacity expected to move the options through the model. Each area will be allocated to one of three categories reflecting the varying quantities of resources.

The first non-material resource that will be considered is time. Time is an important resource to consider because if essential staff to the project are already working at their maximum capacity, adding more to their workloads may prevent them from entering the change as they will feel like they will have to choose between competing tasks (Napier et al., 2017). Ensuring time constraints are being addressed should help staff's positive mindsets toward the change. In option 1, staying the course, much time may be required; because we are dependent on when opportunities present themselves, we cannot predict the scheduling of the required time commitments. In option 2, the focus is only on programming completely within my purview so I can have open discussions with the staff to see what tasks can be set aside to give this project the attention that it needs. The same can be done for option 3, yet more time will be required because we are working with other units who, for a variety of reasons, may slow down the process. Finally, option 4 will take extensive time since it involves working directly with the faculty and their council who may want much discussion. Finding a faculty member to champion this project would improve the timing aspect, but given the political context, it is unlikely. Table 2 provides a visual.

Table 2

Time Considerations

Solutions	
Option 1: Stay the course	• finding leverage points, making cases, and then waiting on others to begin the change
Option 2: Extra-curricular for all - plus	• building a peer leader team and implementing expanded student life programming
Option 3: Co-curricular for all	• finding leverage points, and actively pursuing opportunities for expanded programming while working with staff and faculty from various departments
Option 4: Curricular for all	• finding leverage points, and actively pursuing opportunities for expanded programming while working with academic departments

somewhat	much	a great deal

For people to want to embark on change, they need to feel that they will be effective in making the change happen (Armenakis & Harris, 2009; Rafferty et al., 2013). Thus, the next resource to consider is the amount of experience or training that needs to occur for people to feel confident about the change implementation. As previously mentioned, there is a learning culture in the areas within my purview. For example, at least 4 staff members are currently working on their graduate degrees in Higher Education/Student Affairs. Their learning and eagerness to research inspire others in the units. In option 2, we would need to spend time training student staff as well as students in the SoE and residence to provide them with the foundations needed to build interactions. In option 3, the training needed for option 2 would remain as well as some professional development for staff. Faculty tend to resist changes in their teaching that make them uncomfortable (Herckis, 2018) so option 4 might involve considerable learning. To increase faculty comfort level with the change, significant learning might be needed since faculty may feel overwhelmed or lack confidence in internationalizing the curriculum (Beelen & Leask, 2011). Table 3 provides a visual of experience considerations.

Table 3

Experience Considerations

Solutions	
Option 1: Stay the course	• continuing in same vein requires on-going learning, focusing on intercultural interactions
Option 2: Extra-curricular for all - plus	• additional intercultural training for student staff and students in SoE and residence would beneficial
Option 3: Co-curricular for all	• option 2 training plus some training for staff
Option 4: Curricular for all	• training for faculty members re: developing intercultural competencies through the curriculum might be required

somewhat	much	a great deal

Energy management considers how much extra effort will be required to move the solution forward. Option 1 involves maintaining current energy levels. While this amount of energy is considerable in terms of strategizing to find and then reacting to activate, it is our standard level. In adding new activities as in options 2, 3, and 4, we would need to refocus our energy to work with others in KUC. Due to the need to develop relationships, some more time consuming than others, these options would require more energy. Additionally, more conversations to build a shared vision and to gather input from a greater number of stakeholders will require extra energy. Table 4 provides a visual.

Table 4

Energy Management Considerations

Solutions	
Option 1: Stay the course	• maintaining status quo in energy levels
Option 2: Extra-curricular plus	• requiring planning and setting new metrics
Option 3: Co-curricular for all	• requiring planning, setting new metrics and working with faculty
Option 4: Curricular for all	• having multiple conversations will be necessary, often revisiting issues on multiple occasions; dependent on the efforts of others

somewhat	much	a great deal

Looking at all three components of non-material resources, some areas appear to be more doable than others. Options that require the buy-in from faculty and units not within my purview will need more time and energy than the options that are clearly within my agency. Although achieving option 4 might result in a change deeply felt throughout the institution, it is not a change I can undertake. Having meaningful interactions between domestic and international students as part of the curriculum is a component of internationalizing the curriculum; internationalizing the curriculum continues to be an ongoing issue amongst faculty in general (Leask, 2015). Although such efforts would assist in fostering global citizenship, there continue to be "blockers" to internationalization of the curriculum (Leask, 2015). Dealing with blockers will take ongoing negotiations to establish a strong academic rationale under a leadership model dedicated to this endeavor (Leask, 2015). Such work is outside my scope. However, my team and I eagerly anticipate faculty wanting to undertake this initiative and will be ready to assist wherever possible when that time comes. Table 5 provides an overall visual.

Table 5

Overview of Non-material Resources

Solutions	Time	Experience	Energy management
Option 1: Stay the course			
Option 2: Extra-curricular plus			
Option 3: Co-curricular for all			
Option 4: Curricular for all			

somewhat	much	a great deal

Chosen Solution: Combination of Solutions 1 (with Specific Focus) and 2

Because of the system's complexities, trying to foster change in areas that I do not have positional authority would be a poor use of resources. When changes involve areas outside my purview, dilemmas in structural and political frameworks occur. Bolman and Deal (2017) discuss the struggles associated with authority, responsibilities, and relationships within the structural framework. Because both the co-curricular and curricular solutions would require that academic staff be involved, it will be more difficult to implement change in a timely manner due to my not having authority. This is not to say that the desired change cannot occur, but rather it would need to happen on the timeline of academic staff and according to their perceptions of the benefits of the change. Building strong relationships with academic staff, most likely on the main campus, will be valuable, but I must remember my role within the system. I can offer support and ideas but cannot push change due to the political framework.

When working with faculty, although I have no structural authority, I might have influence associated with expertise, networks, and alliances (Bolman & Deal, 2017). There are times when I can have some input into the system, but only when the system is open to hearing from me. The creation of a pathways program for undergraduates was a project I had in the works for years before people on the main campus were interested in the idea. It was not novel to have such a program as many universities already had them, but this university was not ready, and so all I could do was prepare, sow ideas, and wait for the time to be right. I believe that in this complex system, this is the way I am best positioned to spark change. Being flexible to work with, reiterating our vision of supporting students, and removing obstacles along the way could activate interest in working with us and thereby build our reputation, a different source of power (Bolman & Deal, 2017). By enhancing the reputation of the SoE on the main campus, there could be a movement in interest among faculty at KUC to work with us as well.

In maintaining the status quo, I will be able to continue to look for leverage points and champions who can drive changes in co-curricular and curricular settings. By focusing my attention on finding leverage points in these two areas, I will keep the door open for change to occur when the timing is right.

In moving forward with option 2, embedding interactions within extra-curricular activities for all KUC students plus creating co-curricular and curricular activities within the SoE, the changes are achievable from political, structural, human resource, and symbolic lenses as put forth by Bolman and Deal (2017). To begin, as a part of the senior leadership team at KUC, I hope to gain support from the President for expanding student staff to better serve the entire UC. Although it may appear that this oversteps into the academic side of the house, I can clearly articulate the role of extra-curricular activities and the value of having students involved in campus life. Although student retention is an academic matter, the senior administration team deals with its effect on our budget and reputation. Faculty members may or may not concern themselves with this issue as it does not directly impact them. Thus, in looking at this issue from a political lens, I could get support from the senior leadership to begin assembling a peer leader team who focuses on improving the student experience. The professional staff within SoE and Student Life are keen to develop new student life initiatives.

Structurally, the organization can handle this project as we already have a number of peer leaders who are managed by two staff members who work together on a regular basis. Staff in Student Experience are responsible for hiring and managing peer leaders, running activities, and monitoring student participation. Expanding this work could help the staff in this area feel more valued across KUC. They are very good at their jobs and more people could appreciate their efforts and that of their student staff. Additionally, the teaching staff in the SoE are excellent and embrace good teaching practices including regularly reviewing curriculum to ensure they are proactively creating optimal learning environments for their students. Time is built into contracts for the SoE leadership team as well as some instructors to update curriculum which should provide the space to consider and embed new co-curricular and curricular activities.

A training program for peer leaders is already in place, but more could be added to enhance intercultural competencies. This is easily accomplished as this training already exists for the peer leaders in the SoE. Expanding the training so that all peer leaders, regardless of their role receive this information would be a step in the right direction. The peer leaders should also learn about the three conditions for purposeful interactions so that they can devise activities that meet this criterion (Amos & Rehorst, 2018).

A key component of this initiative will be developing a formal structure that will attend to the goal of having purposeful interactions. Based on the findings of Allport's Intergroup Contact Theory (1954), Killick (2015) clarifies four variables for intercultural interactions that correspond with those set out by Amos and Rehorst (2018). These variables include having equal status within the group, emphasizing co-operative activities, working toward a common goal, and having support from relevant authorities (Killick, 2015). The goal of these interactions is for students to learn about the uniqueness of individuals, and thus from this perspective, "all encounters are intercultural, and all education is necessarily also an intercultural act" (Killick, 2015, p. 65). Killick (2015) discusses the importance of broadening a student's "lifeworld" which he describes as "the way in which the world is understood by the individual" (p 186). A formal structure that could acknowledge the stretching of students' lifeworlds while attending to the required variables for quality interactions could acknowledge students' participation in activities that contribute to their engagement with students, staff, and faculty throughout KUC.

In terms of the symbolic framework, with KUC's motto being akin to "Only Strong Together", we can build on the story of KUC as a welcoming place for all; a place where the community sustains one another. This in turn should help us attract a student population that is keen to take on leadership roles and to learn about a variety of perspectives as a part of their experience as university students. By combining staying the course and embedding interactions in extra-curricular activities for all and co-curricular activities for SoE students, we should be able to continue to move along the punctuated equilibrium, slowly pulling the system toward a new way of being.

Leadership Ethics and Organizational Change

Leaders are often judged to be good or bad based on their effectiveness rather than on their morals or ethics (Ciulla, 2003). Effectiveness is generally determined by how much a leader accomplishes while ethics is "concerned with the kinds of values and morals an individual or a society finds desirable or appropriate" (Northouse, 2019, p. 336). A leader may accomplish a great deal but the means in which they achieve success could be viewed as immoral. Likewise, a leader may take great care in leading ethically, have fewer accomplishments and be deemed unsuccessful. For this reason, "in leadership, one is often tempted to put what is effective before what is ethical" (Ciulla, 2003, p. xiii). In other words, effectiveness can often conflict with ethics and vice versa, but being both ethical and effective is entirely possible. Being mindful of my systems leadership lens, I need to consider the relationship between my leadership style and ethics in both the end goal and how we arrive there.

According to Northouse (2019), ethical theories can be placed into two domains: conduct and character. Within conduct domains, there are teleological (or consequence) theories and deontological (or duty) theories. Within character domains, there are virtue-based theories. Table 6 shows the domains of ethical theories.

Table 6

Domains of Ethical Theories

Conduct	Character
Consequences (teleological theories) • Ethical egoism • Utilitarianism • Altruism	Virtue-based theories
Duty (deontological theories)	

Note. From "Leadership," by P.G. Northouse, 2019, p. 339. Copyright 2019 by SAGE Publications, Inc.

Virtue-based ethics are built on "the idea that morality is primarily about virtue or character and that people of good character are more likely to make right decisions" (Browning, 2014, p.109). Virtues are not innate but rather are developed over time if a person desires to do so. Having good character traits (such as honesty, courage, fairness, justice, and sociability) results in behaving virtuously. An issue that arises with a virtue-based perspective is that virtues are deemed to be common and clear; everyone knows what is virtuous and what is not, but this is not always the case. As expressed by Browning (2014), "one person's virtue may be another person's vice and a vice in one circumstance may be a virtue in another" (p. 114). With this in mind, we can see that like-minded people may have similar opinions on what constitutes virtuous behavior.

In reflecting on an occasion when there was serious contention regarding the "right" thing to do, I am reminded of a time when we had several graduate students from the Kingdom of Saudi Arabia. Most of the students were male and had spouses who had very little English and wanted them to study with us but in classes for women only. There were diverse opinions on whether to create a separate class for these women and the arguments were based on different interpretations of the virtues of fairness, justice, and sociability. The complexities of this situation required much discussion and to suggest that as the leader my interpretation of the right thing to do was more virtuous than what others believe could “perpetuate the questionable view that leaders really are better than the rest of us, a view that serves to ground unequal relationships between leaders and followers” (Price, 2018, p. 699).

Teleological theories are concerned with the consequences of a leader’s behavior. The result of their actions, rather than the means of them, is what counts. Consequentialism can have a variety of lenses. A leader can be self-serving (ethical egoism) and aim for consequences that benefit themselves. This type of leadership can be seen in companies where greater profits result in greater financial rewards for the leader, and this fact drives the leader’s decision-making criterion. A leader can take a utilitarian lens and aim for the greatest good for the largest number of people. This perspective would deem that “the morally correct action is the action that maximizes social benefits while minimizing costs” (Northouse, 2019, p. 339). For example, some would argue that this is the approach being taken by the Ontario government during the COVID-19 pandemic to maximize the containment of the virus, which they deem the greatest good. While COVID-19 public health measures have been necessary to limit the spread of the virus, they have also damaged many Ontarians’ mental health (Ontario Agency for Health Protection and Promotion, 2020). The final lens is altruism. From this perspective, regardless of the impact a decision has on the leader, the aim is to meet the needs of others. The leader may be required to make self-sacrificing decisions to serve the needs of others. This lens is the opposite of ethical egoism.

One risk of consequentialism (teleological theories) is that “a single-minded focus on the ends can encourage leaders to neglect the means” (Price, 2018, p. 699). Many administrative initiatives at both KUC and CU take a utilitarian perspective with the goal of meeting the needs of most students while also considering the needs of the institution, but unfortunately this can run counter to equity, diversity, and inclusion. For example, admission practices are based on identified secondary school grades. Students will gain admission if they achieve a specified average which is corresponded to meeting the standards of the academics across the institution. These standards are clear and equal for all, but this does not necessarily translate into fulfilling equity mandates. The consequence of the action is that there is a strong pool of first year students, but is this the only means to achieve this result? Is it equitable? Consequentialism is “preoccupied with what gets achieved, rather than how it is achieved” and so could be blind to concerning behaviors of its leaders (Price, 2018, p. 700).

The final approach to ethical leadership is the deontological perspective. Unlike the teleological perspective, the deontological lens is concerned with more than the consequences of a leader’s actions. Coming from the root *deos*, meaning duty, the deontological perspective “focuses on the actions of the leader and his or her moral obligations and responsibilities to do the right thing” (Northouse, 2019, p. 340). An ethical leader is one who fosters the moral rights of others, does not violate the rights of others, and acts within their own rights (Northouse, 2019). Like virtue-based ethics, aspects of honesty, courage, fairness, and justice are considered. However, rather than focusing on the leader’s possessing these virtues, the deontological approach is “grounded in the moral equality of all agents, including leaders and followers” (Price, 2018, p. 700). From a systems lens, this approach to ethics resonates most with me, but it can be problematic in my workplace because a subculture within our faculty do not share these values, making this approach to leadership complicated due to differing perspectives.

When considering the change process, I foresee many instances where I must consider where my actions could be infringing on the rights of others and must think through ways to ensure that I do not overstep. Thus, leaders “must treat followers as moral agents with their own ends and projects, not as instruments for the achievement of the goals of others” (Price, 2018, p. 701). For instance, when looking for openings in the system to work with faculty, I will have to ensure that my vision is secondary to faculty attending to their own agenda. Their right to run their classes as they see fit cannot be intruded on by my wanting to focus on the student experience.   In looking for ways to align ambitions, we can both attend to our moral rights.

Additionally, one of the principles of systems leadership is holding core values such as honesty, fairness, and courage which align with those required when acting ethically from a deontological lens. As mentioned earlier, these values are logical and natural for me. Acting otherwise causes additional problems that might not be evident in the moment, but, in my experience, will be at some point. To treat others in a manner that I would appreciate being treated is, for me, the ethical standard I attempt to uphold. Of course, I am not always successful in this pursuit, especially when I suspect others of behaving in a self-serving manner, and so I need to be aware of such shortcomings in my conversations with those who do not have the same convictions as I do.

In my role, I do see it as my duty to ensure that students are provided with supports so that they can be successful. Students in general, and international students in particular, invest significantly in their education and to short-change them by not providing the experience marketing and recruitment teams sell them is unjust. Students, and their parents, look to us as professionals in the field of higher education to provide them with opportunities to expand upon their learning potential. Additionally, from a systems lens, it is also my duty to ensure that employees within my portfolio are valued and afforded opportunities to learn and grow. When staff decide to spend the work life with us, I feel obligated to make their experiences as life-giving as I can so that they feel confident in spending their life-energy within our workplace.

In knowing that the process is a key component in the success of many initiatives, having an ethical lens that not only considers the end result, but also the means in which we arrive there is an important part of systems leadership. Treating others in a fair, honest, and just manner creates a system of trust and confidence, thereby contributing to the development of an innovative, learning culture. For these reasons, the deontological perspective is most aligned with my preferred leadership style.

Chapter 2 Conclusion

In this chapter, my leadership approach to change, the framework for which I plan to make change, the changes that I feel are needed, possible solutions to change, and ethical perspectives on leadership and change were presented. In the next chapter, I will delve deeper into my plan for change and discuss how the change initiative will be monitored and evaluated. I will also discuss communication plans needed throughout the change process and next steps as this change will move us further along the punctuated equilibrium path.

Chapter 3: Implementation, Evaluation, and Communication

In this final chapter, I will discuss the implementation plans for creating purposeful interactions between domestic and international students, resulting in a credential acknowledging their learning. In assessing the implementation plan, I start with looking at how this plan will fit into the KUC context. Next, I will consider the benefits this plan will have for both students and staff. I will then examine the ways this certificate program could improve intercultural competencies, enhance student experiences, and bring KUC student body together, which might in turn help bridge the divide between the two sides of the house to live the motto "Only Strong Together." Furthermore, I will consider the process of managing the transition, taking into account stakeholder reactions and the potential need for additional supports. I will also identify potential issues with the implementation plan and consider ways to address them. I will then illustrate the monitoring and evaluation plan that will gauge progress and assess the change plan. Next, I will move on to the communication plan. The timing for building awareness of this initiative and finding ways to celebrate successes to promote the plan throughout KUC will be an important aspect for discussion. Finally, I will discuss next steps and future considerations because of the change plan.

Change Implementation Plan

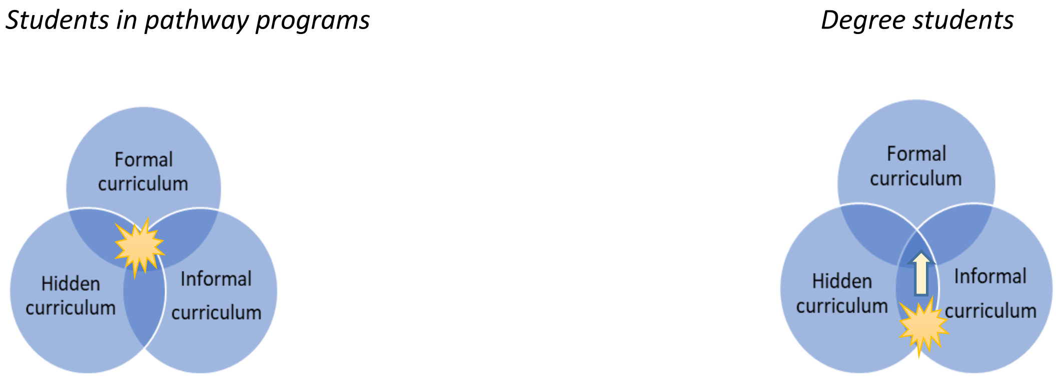
Although universities are responsible for preparing their graduates to live and work in a global society (Leask, 2015), not everyone in KUC has the inclination to do the work of ensuring that this happens. Hence, I will embrace the complex adaptive system in which I work to move changes through small bursts of activities that will, hopefully, help move the organization's intercultural work with students forward. In Chapter 2, I looked at the various types of activities – extra-curricular, co-curricular, and curricular – that could be created or modified to incorporate meaningful interactions between domestic and international students. Understanding that the university experience involves more than what happens in the classroom, extra-curricular activities could also be a part of *the informal curriculum*.

According to Leask (2015), the informal curriculum refers to "the various support services and additional activities and options organized by the university that are not assessed and don't form part of the formal curriculum, although they may support learning within it" (p. 8). The formal curriculum aligns with curricular activities as it includes the syllabus and activities within it that are required for students to earn their degree (Leask, 2015). Co-curricular activities could fall into both the informal and the formal curriculum. The third area Leask (2015) outlines is the *hidden curriculum*, which too can occur in either the informal and formal curriculum and includes the "various unintended, implicit and hidden messages sent to students" (p. 8). For example, the choice of textbook might perpetuate the notion that Western ways are the best ways, or international student orientation might include learning about the Canadian culture, yet domestic students might not have intercultural training as part of orientation. In both cases, the hidden message may allude to one culture needing to conform to the other.

Knowing that the goal of creating purposeful interactions between domestic and international students involves system-wide changes to our current offerings and recognizing that some changes within the system are required to be led by others, I will continue to examine the entire system, looking for change drivers and leverage points, while promoting changes in the informal and hidden curriculum, where my agency is visible. The interconnectedness of our system should aid in the development of an interactive curriculum. Having already established a shared vision for supporting students to be successful and developed a culture of learning that includes having an innovative spirit in both student life and continuing education, we can pay attention to all three components for students in the pathway programs. At the same time, we can also address the informal and some aspects of the hidden curriculum for degree students and be ready to express opportunities for also integrating formal curriculum activities related to purposeful interactions into the student experience. Figure 8 shows the starting place for the certificate in relation to the formal, informal, and hidden curriculum. Whereas for students in our pathway programs we can aim for interactions in the center of the intersection from the start, for the degree students we will aim to move toward the center as acceptable.

Figure 8

The Three Interactive Elements of the Curriculum



Note. Adapted from "Internationalizing the Curriculum," by B. Leask, 2015, p. 9. Copyright 2015 by Routledge.

In systems, all things are interrelated; thus, movement in one area should ripple into another. While we look to expand programs and activities that create purposeful interactions, we will investigate the intersection of all three areas within the SoE. By doing focused work on changes in two areas for degree students, the third area could also shift, thereby moving the organization along the change path.

Keeping in mind that this initiative will group students as part of one (or perhaps two) of three categories will help with clarity around the plan. The first category consists of *students in pathway programs*. The second category encompasses *students living in residence*; these students could be in pathway programs or degree studies at KUC or main campus. The *students registered in degree programs at KUC* are the third group. Because the SoE and residence are within my portfolio, these are the groups with whom we will start our work, recognizing that some of these residents may also be in UC degree programs.

Approaching this problem through a systems lens will allow me to foster changes in one part of the system while also watching the bigger picture to find opportunities to bring others, such as faculty, into the conversation when appropriate. Hopefully, the learning students participate in outside of the classroom (in degree studies) will be appreciated by students and noticed by faculty and staff in the degree side of the house, thereby encouraging the faculty to consider contributing to the goal of creating purposeful interactions. It is when they take an interest in the work being done that distributed leadership could arise and the change might permeate into the formal curriculum for degree students.

Benefits of the Plan

Students in pathway programs would benefit from a certificate that acknowledges their learning outside the classroom for a variety of reasons. First, it could bolster their confidence before entering their degree studies. Additionally, it gives them ample opportunities to discover the many support services on campus and to feel a part of the greater community. Finally, many students in our pathway programs will be looking for opportunities to be employed and this certificate could be a valuable addition to their resumés. Research has shown that employment is “positively associated with college student engagement”, and that international students “perceive employment as an important way to interact with staff, students, and community members” (Li & Lee, 2018, p. 92). Furthermore, at CU, work experience is an integral part of many of the students’ degree studies and so having a certificate that acknowledges the students’ experiences collaborating with others within the university environment may help them gain employment.

In addition to the above stated benefits of the certificate, both pathway and degree students would be advantaged from having a certificate that could be completed in their first year and within the sheltered environment of KUC. Obtaining this certificate early in students’ undergraduate career could help increase their willingness to get involved in campus life, which in turn should increase their campus engagement, improve their student experience, and broaden their perspectives (Manning et al., 2014).

Staff across KUC could also benefit from this initiative. The staff within the SoE and Student Life would appreciate their efforts being acknowledged in a formal way by KUC with the recognition of a certificate. Staff in the academic units are also looking for ways to engage students outside the classroom as they understand that engaged students are more likely to be successful and retained. Moreover, faculty and staff have been having discussions around student participation in committees. Some feel that students should be paid for such work while others feel their participation should be volunteer. If we can incorporate these experiences into a certificate, then we might find a compromise for the two perspectives as the students' participation could be formally acknowledged.

Managing the Transition

The change plan will involve multiple steps, each helping the next gain momentum. In relation to the Change Path Model (Cawsey et. al., 2016), my role in this change will include articulating a shared vision, spreading that vision to the staff and encouraging learning about benefits of such a credential so that optimal activities can be crafted as part of the awakening phase. As a group, the staff already communicate the value of supporting students in their learning so the awakening phase should not need the time that may normally be allotted to this type of work, but this will change greatly if faculty become interested in the project. Knowing that faculty adhere to collegial governance and knowing that this model of decision-making takes an inordinate amount of time because faculty frequently choose to opt out of work that involves collective, academic oversight unless it impacts them personally (Pennock et al., 2016), moving forward with this change might be stagnated and staggered due the inconsistent nature of their participation.

As a leader, it is my job to create spaces for people from various units to work on new projects that will assist at numerous points in the system. Therefore, as we enter the mobilizing phase, I will be establishing subcommittees for these two areas, SoE and Residence & Student Experience, to think through what the credential could include. Keeping in mind that "transforming a system is really about transforming the relationships between people who make up the system" (Kania et al., 2018, p. 7), much of my energy will be focusing on tending the needs of staff who will be working on this initiative and students who will, hopefully, be benefiting from the change. This tending is one of my tasks within the mobilization phase. Additionally, in this phase, I will need to work with the staff involved to create a roadmap to help us move forward in a logical manner while allowing us to monitor and evaluate our progress. This roadmap, a program logic model, will be discussed later in the chapter.

To help the team persist through the change process, celebrating small successes, showcasing our plans at the Executive level to gain support, and watching the larger system to find openings and leverage points to expand our work will be necessary. During this acceleration phase, I will need to highlight the great work being done so that people are encouraged to keep pressing on with the change. As with many complex problems, it is common practice "to tackle the smaller issues within the problem first" in order to achieve "quick wins" (Alsaif et al., 2018, p. 1393). In this situation, we will start with programming that is already in place and expand it as the team feels best.

Finally, in the institutional phase, I will focus on monitoring and evaluating various aspects of the change to gauge progress and make needed adjustments to stabilize the change within our environment. I will also ask our President to speak with the team about their work and express gratitude for the work in a public forum. The goal will be to pilot a program in Fall 2023. Appendix C provides greater detail on the actions I need to take to implement the plan.

Potential Implementation Issues

The biggest issue I see with implementation this plan in the fall of 2021 is the COVID-19 pandemic. The scientific management theory proposes that if vital operational or structural elements are not dealt with, change could be prevented due to implementation issues (Kezar, 2018). The everchanging government policies associated with the pandemic may result in our missing needed elements to move the plan forward. There are several areas where government policy changes impact KUC policies, financial support, or timely information all of which are noted as needing clarity for the change to move forward under the scientific management theory (Kezar, 2018).

Due to the unknown of physical distancing requirements for the fall, we are planning to open our residence at half capacity which will impact the number of students able to participate in the change. This past year we decided to close the residence as we have a very traditional style of residence accommodation that is focused on providing exceptional student experiences, and we were unsure as to our ability to maintain our high quality of programming and stay “outbreak free” during the height of the pandemic in an economically feasible manner. We are hoping that the situation will be such that we can run our residential program in fall 2021, although with fewer students, which may affect our finances if we are not able to recover in the next year or two. Government policies will determine much of our own policies, impacting our change plans.

Furthermore, the pandemic may play a part in the number of international students we are able to bring to campus in the fall. Again, we are hopeful that the situation will improve, but at this point even students who have offers for last fall have been unable to attain their study permits due to high demand and limited hours at visa centers. Additionally, accessing flights and dealing with government-imposed quarantine restrictions are problematic for international students; we are waiting for these situations to be resolved, hopefully in a timely manner. We can continue with the virtual programming we already have in place, which is exceptional, but faces challenges linked to time zone differences and online fatigue.

To address these implementation issues, it will be important to identify the missing elements and create contingency strategies (Kezar, 2018). One such strategy would be planning a longer window of time to work on establishing new programs and activities before we can settle on the credential components. We can experiment with existing materials, such as our intercultural modules, this summer as planned but wait until when we should have a full residence in fall 2023 before we pilot a comprehensive program. We can start working on bringing students together from across units when physical distancing factors are no longer an issue, which could happen in the late fall or not until early spring 2022. We may need to have more time to gather student and staff feedback to ensure we are on the right track and so may need to wait until the spring of 2023 to reflect on the feedback from the implemented programs and activities before moving forward with the credential.

The second change, involving faculty, will not take place until we can properly address obstacles associated with the political theory. With KUC being divided, differing agendas are the norm, and the political theory suggests that resistance will continue to occur as long as people see the change as a competition of interests that work against their own agenda (Kezar, 2018). While acknowledging that there are some who are not interested in having any shared interests between the two sides, there are others who could be open to this work. With these individuals, I believe it will be best to use cultural strategies to showcase the initiative as it unfolds in the first change so that they can see the value for students and can appreciate the work being done. This might aid in their ability to reconcile their existing values with those values exhibited through the project resulting in their being more willing to participate in the initiative (Kezar, 2018).

Change Process Monitoring and Evaluation

Due to issues associated with agency and change readiness, there are two timelines for change in this OIP. The first timeline looks at creating meaningful interactions between domestic and international students through extra-curricular activities for all and co-curricular certification for international students within the SoE's pathway programs. This change process is within my agency as VP of Student Experience and Continuing Education, and so I can guide the change through the mapping process laid out in this chapter. The second timeline involves faculty and so will be much more likely to succeed if viewed positively and/or led by faculty since "faculty hold fast to their duty to control the curriculum; a responsibility represented in the often-heard expression, 'the faculty own the curriculum'" (Manning, 2018, p. 49). Perceptions and interest in degree co-curricular and curricular changes may be influenced by successes occurring in the first timeline.

Creating purposeful interactions between domestic and international students throughout the system is the overarching goal, but such a change would take an excessive amount of time, and so chunking the change into two timelines might be most practical. Knowing that systems are interconnected, it makes sense that changes in one part of the system will affect the entire system in some way. This is the basis for moving forward with the first timeline and being prepared to participate in the second timeline as appropriate.

Within the context of this OIP, monitoring refers to the collection of both qualitative and quantitative data to look for patterns which will feed into the evaluation process. Together, monitoring and evaluation will be used as a strategy for learning to aid in our assessing program improvement as well as our decision-making in relation to this endeavor (Markiewicz & Patrick, 2016). This section will examine the proposed change through Cawsey et al.'s (2016) Change Path Model (CPM) in association with Cleary's (1995) interpretation of the PDSA cycle while also acknowledging the Complex Adaptive

System (CAS) that reflects the environment in which we work. When considering the CAS, it is important to recognize that while interactions between individual agents influence the larger system's patterns in behavior, the agents themselves are influenced by external environmental factors as well as by the positive and/ or negative feedback from the larger system's patterns of behavior (Dooley, 1997). This cycle of one factor influencing another shifts a complex system, often very slowly, to new ways of thinking and behaving (Harvey et. al., 2019). Keeping in mind that feedback loops in a complex system are continuous throughout the change process, impacting both individual agents and the larger system (Senge, 2006), I will connect the proposed Change Path Model with the PDSA cycle.

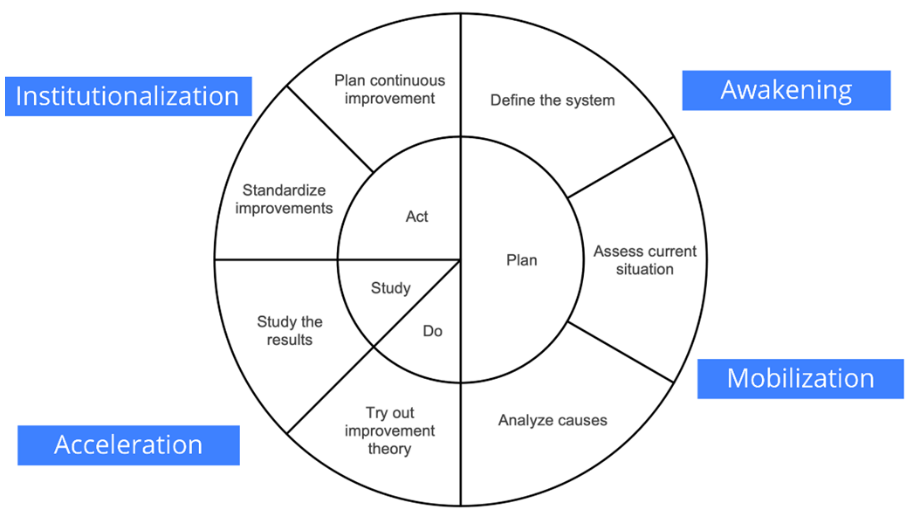
Change Path Model and the PDSA Cycle

W. Edwards Deming's work on the PDSA (Plan-Do-Study-Act) cycle brought forth a new way of thinking about improving organizations (Cleary, 1995). Rather than focusing on top managers as leaders of improvements, Deming deemed that "it is those who are closest to an organization's processes who are in the best position to improve them" (Cleary, 1995, p. 34). The notion of collective leadership, which is key in systems leadership, is also evident in the PDSA cycle as the cycle calls for all members of the system to be aware of the needs of those who benefit from the system; for us, the beneficiaries are the students (Cleary, 1995). When team members feel that they are safe to be innovative and encouraged to participate in improvements, they attain ownership within their work environment (Schein & Schein, 2017). As discussed in Chapter 1, systems leaders strive to reveal the entire system to their staff and then create a shared purpose for members regardless of their position within the system. As the team sees the full system, focuses on a shared purpose, and knows their contributions are valued, the improvement process is more apt to thrive and involve ongoing monitoring and analysis to elicit even more improvement (Cleary, 1995).

The PDSA model that I will incorporate subdivides the four-step cycle to make seven steps (Cleary, 1995). These seven steps work with Cawsey et al.'s (2016) Change Path Model (CPM). Figure 9 shows how the PDSA cycle fits with the CPM, thereby providing further clarity in the change process. With having such clarity, the team can "grapple with their creation (work) without the constant anxiety about their environment" (Macdonald et al., 2018, p. 73). Because much of this plan will be dependent on data collected from monitoring the outcomes and impact of the change, it is necessary to be able to have as clear a change process as possible to maintain our nimbleness in responding to the data.

Figure 9

Change Path Model Aligned with PDSA Cycle



Note. Adapted from "Supporting empowerment with Deming's PDSA cycle", by B.A. Cleary, 1995, *Empowerment in Organizations*, *3* (2), p. 38. (https://doi.org/10.1108/09684899510089310). Copyright 1995 by MCB UP Limited.

Awakening

The proposed change is not one person's idea. Many staff over the last few years have been wanting to find a way to acknowledge learning outside the classroom via some type of credential.

Getting staff in the SoE and Student Affairs to get excited about this initiative is unnecessary as they already have been requesting such a proposal. What we have been waiting for is timing. With internationalization at home gaining more support at the university, now seems an opportune time to take some of the ideas from the Student Experience team in the SoE and build on them to include students in residence so that the project can provide value for both domestic and international students, thereby addressing multiple aspects of student development for global learners.

Systems leaders are continuously scanning both the internal and external environment to look for opportunities to improve and this scanning to understand the behaviors within the system is a key part of the Awakening stage (Cawsey et al., 2016). Ascertaining and leveraging change drivers, such as the interest in IaH, are also part of *defining the system* within the Plan phase of the PDSA cycle. When looking at the ecosystem within KUC, having both domestic and international students living in and studying in the same building provides opportunities to create extra-curricular and co-curricular programming that will help both groups learn more about one another. Understanding that co-curricular and curricular activities for students in degree studies require faculty support, it is important to recognize that although our offers to work collaboratively with faculty can be clearly articulated, we will not be able to drive initiatives to internationalize the curriculum to include meaningful interactions between these two student groups. Within the Awakening phase, we need to "understand the forces for and against any particular organizational shift" (Cawsey et al., 2016 p. 53), thus leading to our *assessing our current situation* as distinguished in the Plan stage in this PDSA cycle which begins the phase of mobilization.

Mobilization

Having assessed the timing to be conducive for this change and having already assured interest in the project, my role will then turn toward mobilizing the change. Moving forward with the change involves assessing our current situation. First, we already hire a significant number of student staff as peer leaders, residence dons, and part-time staff. These positions could be expanded in both number and scope to help encourage collaboration across units when planning activities for the student body. This would result in the students developing some of the activities that could be part of the credential. Having students being involved in the creation of certificate programs or activities could provide valuable perspectives. Furthermore, these students could speak to the benefit of obtaining this credential as it could help first-year students when applying for student leader roles in their second, third or fourth year of studies.

Next, we need to acknowledge the work that has already been done, thereby energizing the staff as they will see that they are already successful at the work we want to expand. For example, our Conversation Partner Program is already a pre-approved activity for main campus's global learning certificate as well as their experiential learning certificate. Hence, this activity would be an ideal component in our "Engagement and Collaboration Certificate" (ECC) for students in our pathway programs. The actual naming of the credential (whether it be a certificate or a micro-credential) and the activities that are approved will be determined by staff in the Student Experience and the SoE during the mobilization phase.

Furthermore, there are many volunteer opportunities that students in the SoE have available to them, including student council, vlog or newsletter volunteers, KUC committee work (e.g., Student Advocacy Council), and community outreach projects (e.g., food drives). Students in degree studies can volunteer on a separate student council as well as sit on the same KUC committees. Bringing the student councils together twice a term to work on joint projects would facilitate purposeful interactions between the two groups. They could create joint volunteer opportunities as well as college-wide activities for students. Both the work on student council and in volunteer opportunities could be included in the ECC. Table 7 shows current activities that could be possible components for a certificate.

Table 7

Credential Components (Pre-approved Activities)

Engagement and Collaboration Certificate activities open to both student groups include:
• Student representatives on various student councils (specific to student group) • Existing and new volunteer initiatives planned by student councils and student life staff • Conversation Partners • UC Committee work (one rep from each different student group) • Leadership workshops with both domestic and international participants offered through main campus • Intercultural competency modules (still in development) • Reflection piece

There is already a strong pool of activities that could be drawn from to create a certificate program for students in pathway programs. This certificate could be expanded to include students in residence and, in time, students not living in residence but registered in degree studies at KUC. Since residence is within my portfolio, starting with these students might be best as there would not be valid reasoning for resistance from the academics. By beginning with programming already in place and then expanding activities, the staff in charge of student experience at KUC have some wins already under their belt and thus should have the confidence to build on their great work.

Part of mobilization involves situating the desired change within the formal structures and systems and then leveraging them to spread the change vision (Cawsey et al., 2016). In this step, I can encourage the team of experts to investigate activities that support learning outside the curriculum. Some of the activities that we currently run, as previously mentioned, satisfy components for co-curricular certificates and courses through the main campus for students in degree studies. To clarify, degree students registered with KUC and are also registered with main campus, thereby have full access to services at the main campus as well as full access to services at KUC, whereas students in the pathway programs are registered with and have full access to services at KUC until they complete their English language studies at which point, they move to the main campus.

Currently, there are no co-curricular certificates specific to KUC registered students, and thus none for students registered in our pathway programs within the SoE. Although they take part in the activities, there is no formal recognition of their learning. In creating a co-curricular credential for students in our SoE programs so that their learning outside the classroom can also be acknowledged, we could also look to expand activities that generate purposeful interactions between the two groups.

In the mobilizing stage, assessing the cultural dynamics to aid in building coalitions and acknowledging the various types of power relations at KUC help leaders maneuver the change process (Cawsey et al., 2016). As discussed in earlier chapters, there is a divide between the work done by the faculty and staff in the degree side of the house and the work done in continuing education, where international students are registered in the SoE's pathway programs. The dynamics are a result of a history of political and economic concerns and these antecedents will need to be considered in the planning phase. Additionally, there are some faculty members who tend to focus on students learning the discipline-specific content and are less concerned with the student learning outside of the class. These are some of the reasons why resources allocated to student life initiatives have been limited. Having worked at KUC for many years, I have had the opportunity to build many relationships, learn how to read the culture, and gain an understanding of the power relationships. From this perspective, my influence in the systems moves beyond that of position to include knowledge and network power as well (Cawsey et al., 2016). The staff I work with possess power as they are the experts in the area we are aiming to fortify. In recognizing the shifting dynamics of power and influence between leaders and followers, a co-constructed reality of leadership emerges that helps build collective leadership (Collinson & Tourish, 2015). My role in the mobilizing stage is to use my influence to gain the needed support from the executive team, continue to look for places in the system to leverage so that the change process can be as smooth as possible, and ensure the staff have adequate bandwidth to make this change happen.

A final factor that needs to be included in assessing the current situation is determining all the activities that are currently taking place and the number of participants. Staff have been keeping metrics on the programming that they have been running, and these metrics will need to be compiled into one system so that we can establish a baseline for monitoring and evaluation purposes. Understanding where we are starting from is key in monitoring and evaluation and should be apparent before moving forward. In this phase, there will be much discussion about the elements we will want to incorporate into our program logic model. This will be discussed later in the chapter. Because the ecosystem of KUC lends itself to various possibilities for these student groups to interact, the team can aim to formalize, monitor, and evaluate new programs and activities to include in our portfolio of meaningful interactions. Understanding the reasonings for aspiring to formalize these interactions will be addressed in the *analyzing causes* step of the Plan phase.

Acceleration

In accelerating, we need to Do, the ‘D’ in the PDSA cycle; “without a ‘do it’ mindset, things won’t happen” (Cawsey et al., 2016, p. 298). We have to jump in and experiment with our ideas so that we can learn what works and what does not. When we find something that works, it is important that we celebrate wins, no matter how small, to keep the momentum going, allowing the team to see we are making progress along the longer change path. (Cawsey et al., 2016). We will know where we are successful by the data, both qualitative and quantitative, we track. Monitoring our progress during this phase is a vital component of change implementation. According to Markiewicz and Patrick (2016), “while monitoring incorporates a cautionary notion of being ‘ever watchful,’ under most circumstances it can also be expected to highlight positive attributes and the early achievements of a program (p. 246).

This leads to Study, the ‘S’ in the PDSA cycle which should aid in our discerning our next steps. Our studying the data will reveal specifics about what is working and what needs tweaking or even discarding to keep the change on track. This phase will also consider our complex adaptive system. As people interact, receive feedback, and reflect on that feedback, a new way of doing emerges, is studied, and gains feedback once more (Gianimo-Ballard & Hyatt, 2012). Again, my role as a systems leader will be to watch for patterns, perhaps within the feedback, and figure out how we can adapt to maintain momentum.

Additionally, in this stage we will also discern what tools we need to be able to keep track of student activities and successful completion of certificate components. Since the domestic students are part of the larger university's system, there is a robust student information system (SIS) that can track student progress in the certification process as well as detail plans for certificate completion in the undergraduate handbook. A new SIS for student experience and continuing education, pending final approvals, will be a mechanism for us to record and monitor a clear plan for students wishing to participate. As the leader, it will be my responsibility to secure this new student information system and ascertain that staff have the skill set to use it well.

In the next section, I will discuss the use of the program logic model. The model will address indicators of success. We can track progress and generate reports on individual (activity or student) successes to specify critical reference points for assessment (Markiewicz & Patrick, 2016). Once the organization of the project has been sketched out via the program logic model, the team and I can determine what we will use as markers of success. Some markers might include rates of participation, student satisfaction, and evidence of learning through reflection pieces. Witnessing students using their agency to advocate for system changes they have identified as problematic because of these learning experiences outside of the classroom would be an exciting marker of success. Evaluation, another aspect of the program logic model, will take place in the institutionalization phase.

Institutionalization

Once programs and activities are successfully running and students are engaging in the certification process, we can focus less on monitoring the individual components of the credential and more on evaluating of the overall initiative – the broadening support for purposeful interactions between domestic and international students. It is here that we will look at the longer-term impact of the frequency and types of interactions that are taking place and whether students are experiencing deep change in their perspectives because of them. It is here that we determine if what we believed to be the right course of action is indeed beneficial for our students. In the PDSA cycle, this is where we Act - the point where we decide if this initiative belongs in our system.

Consistent with Markiewicz and Patrick's (2016) notion of evaluation, we will use the results of monitoring, in conjunction with other means of data gathering, to go further and deeper in our explorations to attain evaluative conclusions by means of logical patterns of reasoning. Upon evaluating our pilot program, we will need to decide at this point to either integrate it into our work life or cast it aside. If the results are positive enough to standardize this practice, then we would continue to look for ways to improve as learning should never stop.

Throughout this change path model, new agents of change may step forward and start the cycle again, having their own unique perspective on how to incorporate meaningful interactions into areas under their purview. As a systems leader, I recognize and welcome the fact that this path is not linear. Establishing a roadmap to outline the journey of change is necessary to be sure that multiple facets and perspectives are considered, but this map is a guideline, not a prescription, and being open to possibilities along the way may broaden the impact throughout the system.

From an organizational perspective, we could make this change sustainable if we are assured of student satisfaction. From the beginning we have focused on the fact that student success is the shared vision of the teams involved. In knowing that the students are benefiting from this change, and as long as that change does not negatively impact the larger organization financially, then I believe we can make it a part of our daily work. One of the keys to institutionalization is having assurance that the benefits outweigh the costs (human or financial). If the students benefit, contributing to our shared vision, then the additional efforts this change entails will be deemed worth it by the staff as this initiative will be incorporated into their identity, resulting in a deep change (Kezar, 2018; Schein & Schein, 2017).

Throughout the implementation of the change plan, my role is one of keeping the vision, gaining support from the larger community, encouraging staff to take chances, and ensuring that staff have the adequate resources needed to be successful. Approximately 2,500 years ago, this catalyzing of collective leadership was expressed by the Chinese philosopher, Lao Tzu (as cited in Senge et. al, 2015):

> The wicked leader is he whom the people despise.
> The good leader is he whom the people revere.
> The great leader is he of whom the people say, “We did it ourselves.”

Being strategic in using resources at the right time and being open to new possibilities while maintaining a shared vision can enable collective success (Senge et. al, 2015). These successes will aid in the building of new identities and ways of thinking making the change more likely to become institutionalized.

Program Logic Model

Having examined the theory of change model that reflects my beliefs about how changes will occur, I will now turn to a discussion on the program logic model which describes resources, intended undertakings, and their outputs and outcomes that, in time, indicate envisioned effects (Knowlton & Phillips, 2013). A program logic model acts as a roadmap by showing how the change plan evolves. It provides a means of planning and evaluation at a systems level (Julian, 1997). I have chosen to work with a program logic model because it fits in well with systems thinking as it offers opportunities to try new ideas in a way that allows learning through doing and the opportunity to improve based on our mistakes (Knowlton & Phillips, 2013). A core component of systems leadership is learning through doing or learning in action (Goss, 2015; Senge et. al., 2015). Learning is an important value in our unit and so working with an evaluation model that improves thinking about the issues is key as "better thinking always yields better results" (Knowlton & Phillips, 2013, p. 4). Furthermore, we have used and continue to use this model in other projects we have undertaken and have experienced its effectiveness. The program logic model provides clarity in program design, in key performance indicators, and in common understanding of expectations (McLaughlin & Jordon, 2015).

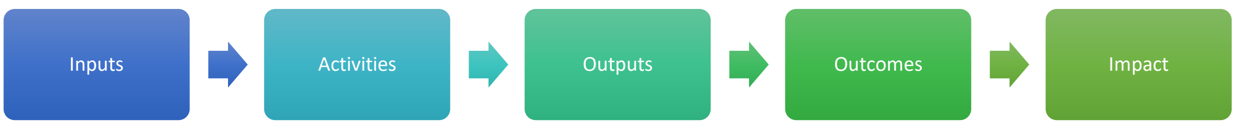
Additionally, when building the program logic model, communication is strengthened as people need to work together to set standards and targets for evaluation (McLaughlin & Jordan, 2015). In the many discussions needed to establish the model, the team's vision can solidify and grow. The program logic model also tells the story of the program's performance in a brief but convincing way to those watching the change (McLaughlin & Jordan, 2015). Considering the research-based world of the academia, having such a model should be effective for our context.

In many evaluation models, success is often measured by results based on numbers, but having an evaluation model that also considers impact achieved through individual learning is vital, especially in the small, community-minded UC environment. The program logic model is a comprehensive model "which takes into account not only the numbers but also the actual learning that occurs, as well as the learning activities that lead to the outcomes" (Deardorff, 2017, p. 129). Logic models differ in terms of the number of components they address, typically having three to five stages (Williams, 2014). These stages provide a blueprint for monitoring and evaluating the change process.

The logic model I will use for my actionable plan has five factors: Inputs (required resources), Activities (learning interventions), Outputs (deliverables in terms of participant numbers), Outcomes (short- and medium-term learnings) and Impact (long-term meaningful changes) (Deardorff, 2017; Williams, 2014). Figure 10 shows the flow of the logic model. In Appendix D, Table D1 details the larger picture related to Inputs, Outcomes, and Impact, while Table D2 shows details for specific actions and their monitoring which should facilitate the change process.

Figure 10

Program Logic Model



In addition to these program logic models which address the area where my agency is aligned with my role, another program logic model would need to be in place for the areas where agency is less overt. As a member of the senior administrative team, I am able to encourage a system-wide approach to this initiative, but I must recognize that curriculum matters are controlled by faculty and thus am only able to play a supporting role, if requested. In the cases where creating meaningful interactions will require faculty members leading initiatives, I will look to a high-level road map that will outline strategies to start the plan, outputs to be gathered and indicators that would suggest progress (Knowlton & Phillips, 2013, p. 144). By looking at a conditional model of if/then rather than an action plan, a strategy can be outlined and monitored over time (Knowlton & Phillips, 2013).

This model will involve three factors: Strategies, Outputs, and Impact. The strategies listed would be led by the Vice-President Academic and Dean (VPAD), in conjunction with the Chairs and faculty members. The VPAD would be supported by the Executive Team, of which I am a member, who envision the institution capitalizing on the ecosystem that is conducive to such initiatives. The objective would be for us to be ready *if* the strategies were to come to the forefront. At that point we could examine how we can aid in moving the strategies forward and clarify our place, if any, in short- and mid-term outcomes. Table 8 is a basic framework outlining big picture strategy, outputs, and impact.

Table 8

Program Logic Model: Ready and Waiting

Strategies	**Outputs**	**Impact**
Supporting a co-curricular certificate for registered students	1. Courses or course components being included in the certificate.	1. Improved intercultural interactions and awareness 2. Improved student experience 3. Improved collaborations across UC
Internationalizing the curriculum	2. One or more courses having international components that require domestic and international students to interact	

Clarity is crucial in systems leadership and the clarity that a logic model offers helps keep change agents focused within a complex system. Reflecting on the metaphor presented in the previous chapters, being able to see the whole system and clarifying our place in it can shed light on the interconnectedness of our divided house as well as our interrelatedness within our larger region. Moving forward in one timeline may spur the progression of the second timeline which could then run through its own cycle of change. Using a system lens, my “reality is made up of circles” rather than straight lines (Senge, 2006, p. 73). The perception might be that aiming to create meaningful interactions between domestic and international students across KUC would require a single step-by-step plan, but this is not the way of my leadership. Depending on the interconnectedness of the circles within the systems allows me to focus on one area while being ready to reach out to another when the leverage point presents itself. Once one circle extends into another, the change path and improvement plans can begin again, and the learning continues.

Plan to Communicate the Need for Change and Change Process

Due to political elements within the organization, communicating this change will need to be strategic. "Communication plays a critical role during the throes of the implementation phase; for, at its root, organizational change is a communicative challenge" (Russ, 2008, p. 199). As mentioned previously, if some faculty members on the degree side of the house feel that we are encroaching on their work, or we are using resources that they feel should go to them, or we are having too much of a voice in KUC or on main campus, there will be resistance. Even though work with residents and students in the SoE is not within their purview, some might feel justified in interfering with the process.

Timeline for Communication

In anticipation of possible barriers to change, the communication plan for this change will take place over eight stages.

Stage 1

To begin, the staff that are already running programs and activities for our students are looking forward to continuing and expanding their work. The idea of purposefully increasing the number and types of activities with both groups of students has been something the student experience staff and I have been pondering for some time. The development of a co-curricular credential has arisen out of ongoing dialogue regarding domestic students benefiting from such interactions and international students wanting to learn more about their new community; moreover, the need to acknowledge the outside the classroom learning that is taking place throughout KUC has been identified as beneficial for students, especially those looking to enhance their resumés. From the very moment of inception, this idea has involved a participatory approach to change. The participatory approach to change brings stakeholders "into the folds of change" and invites them "to actively participate in the shaping, construction, and implementation of organizational change" (Russ, 2008, p. 204). Participatory change is not difficult to implement with my teams as they are keen to contribute. The staff know their suggestions will be heard. Although the people on my teams have a variety of perspectives and opinions, they approach learning and change with a positive viewpoint. I frequently tell them how fortunate I feel to work with such an innovative team.

Due to the current pandemic, the staff have already found some new ways to incorporate purposeful interactions for these two groups of students. The pandemic has been a change driver in the format of student life programming since it has required it to move online. With the programming being online, there is the opportunity to broaden the audience composition. For example, the online "games night" is open to all KUC students, regardless of their enrollment in SoE or degree studies since it is simpler to run one time slot in order to get a larger number of students to participate. These collaborations have occurred naturally, without any top-down mandates. We are all looking for efficient ways to support our students. The staff have found that these events have been very successful, and students are enjoying interacting with those from different cultures. To help motivate staff to continue looking for more ways to collaborate, I forwarded them several journal articles and sent a couple of staff members books that support this way of working. As mentioned, the staff in my areas have a strong desire to be the very best at providing student support so these readings sparked further readings which they sent forward. I have been informally communicating with individual staff members while formally creating spaces for them to work together, but I will meet with all the stakeholders involved in such programming to ensure that the staff are comfortable with the monitoring plan, including determining metrics, before moving forward.

Stage 2

Once we have established more interconnected programming between SoE students and degree (resident) students, I will hold an open forum for all staff members within my portfolio to discuss the notion of certification. Many individuals will already know that we are moving in this direction, but we need to broaden the conversation to ensure all staff within units are aware of the plan and believe in it. Since the plan involves improving student experience, and since that is already the shared commitment of these staff members, I believe people will be excited to undertake this project. Instructors, administrative staff, and student experience staff will have the chance to ask lots of questions and give their own perspectives on where there may be threats and opportunities in the acceleration and implementation phases.

In a follow-up meeting with the SoE instructors, we will discuss the feasibility of having the students in the SoE complete the intercultural modules as part of one of their courses. Again, since instructors were involved with the creation of the modules, I am confident that these modules will be a welcomed addition to one of the course's curriculum. It is important to communicate with everyone in these units, regardless of whether this directly impacts their daily work because, as discussed previously, ensuring staff have clarity and influence is a key attribute of systems leadership.

I will also bring this initiative to our Executive Council as well as our Continuing Education Council to let them know we are working on bringing experiences together to create a co-curricular credential for SoE students while also considering an extra-curricular or perhaps co-curricular credential for degree students in residence. In general, Executive Council works very well together and aims to bring up topics at least three times before a decision is required so that there is ample opportunity for discussion. During this first discussion, I will communicate the benefits for students and the minimal financial resources that would be required. I will let them know that I will be providing updates on our progress throughout the process and ask if there are any concerns. These discussions should ascertain if this process will touch anyone else's area, and if so, what should be investigated further to ensure its successful implementation.

Stage 3

Once the credential is at a place where we feel it can be implemented, we will bring the initiative to the Continuing Education Council for formal approval. Many of the Council's members will be a part of the certificate's development, but there are others who are not part of the units involved and could provide further feedback to make sure we have considered as many factors as possible. Once it has been approved, I will update Executive Council and start a conversation about next steps which will include possibility of developing a similar certificate for degree students.

Stage 4

Before formally announcing the credential to the wider UC community, we will take some time to speak with KUC's VPAD and Registrar to provide them with the details of the certificate and offer to expand it for students in degree studies either in a co-curricular or extra-curricular format. We would work out certificate scenarios that they are comfortable with bringing to faculty in draft format so that they could present a clear picture as to what is possible in the current environment.

Stage 5

At President's Cabinet, we would announce the creation of a co-curricular certificate for SoE students. Following up on our certificate, the VPAD and I would show the sample drafts of extra-curricular and co-curricular programming for degree students and open discussion. I am confident that many questions and concerns will be raised and there will be the need to clarify that an extra-curricular certificate would not be within their purview, but a co-curricular certificate would require their leadership. The Chairs will want to bring the idea back to their departments for further conversation.

Stage 6

We work with the Director of Marketing and Communications (student -focused) and the Director of External Relations and Communications (both internal and external community-focused) to broadly communicate the SoE's co-curricular certificate. This communication will include changes to the website and viewbooks as well as creation of social media posts and announcement to KUC staff and faculty in our newsletter. Furthermore, the SoE will share the information with current and prospective students as well as with our international partners and our partners on main campus.

Stage 7

At this point, communication with the VPAD, Registrar, Chairs, and departments will be in full swing. I will maintain open dialogue with the VPAD and Registrar to stay abreast of the discussions. Where communication could get complicated is if the Registrar and the VPAD want to proceed in a co-curricular format, mirroring the certificate for student in the SoE. The development of a co-curricular model of the certificate for degree students will either slow down considerably or stop completely at this point. It will slow down so the faculty members can dissect the certificate components to determine if they are valuable for their students. They will also have discussions as to whether they could include intercultural components in their classes as part of the curriculum. I can see many questions arising, such as the value of the certificate to degree students when there are already certificates available on main campus and the possible need for course work to be revised to build in experiences for the certificate. Although I am not confident that faculty at KUC are willing to revamp curriculum for the purpose of improving intercultural interactions at this time, I must ensure that my anticipation of resistance does not alter my behavior as a systems leader, which could lead to actual resistance, thus resulting in 'self-fulfilling prophecy' (Ford et al., 2008). If the departments do want to proceed, then the co-curricular certificate would need to go to Academic Council for approval.

If it looks like the co-curricular model is not doable, then we would proceed with the extra-curricular model; this model would not need to get approval of Academic Council but would need approval at Executive Council. In fact, with the help of the President and the rest of Executive Council, an extra-curricular certificate for degree students could help narrow the divide between the staff on both sides of the house. If Executive Council communicated the importance of and support for this initiative, it may help encourage staff on the academic side to work on the project, even if it is not supported by some faculty. Their support could be expressed at President's Cabinet, Academic Council, and the VPAD's Advisory Council. Both faculty and staff are involved in each of these groups and if the staff find encouragement in these meetings, they may wish to participate in the discernment of the composition of the certificate. Our communication plan could go back to Stage 1 to broaden participation to include staff on the degree side.

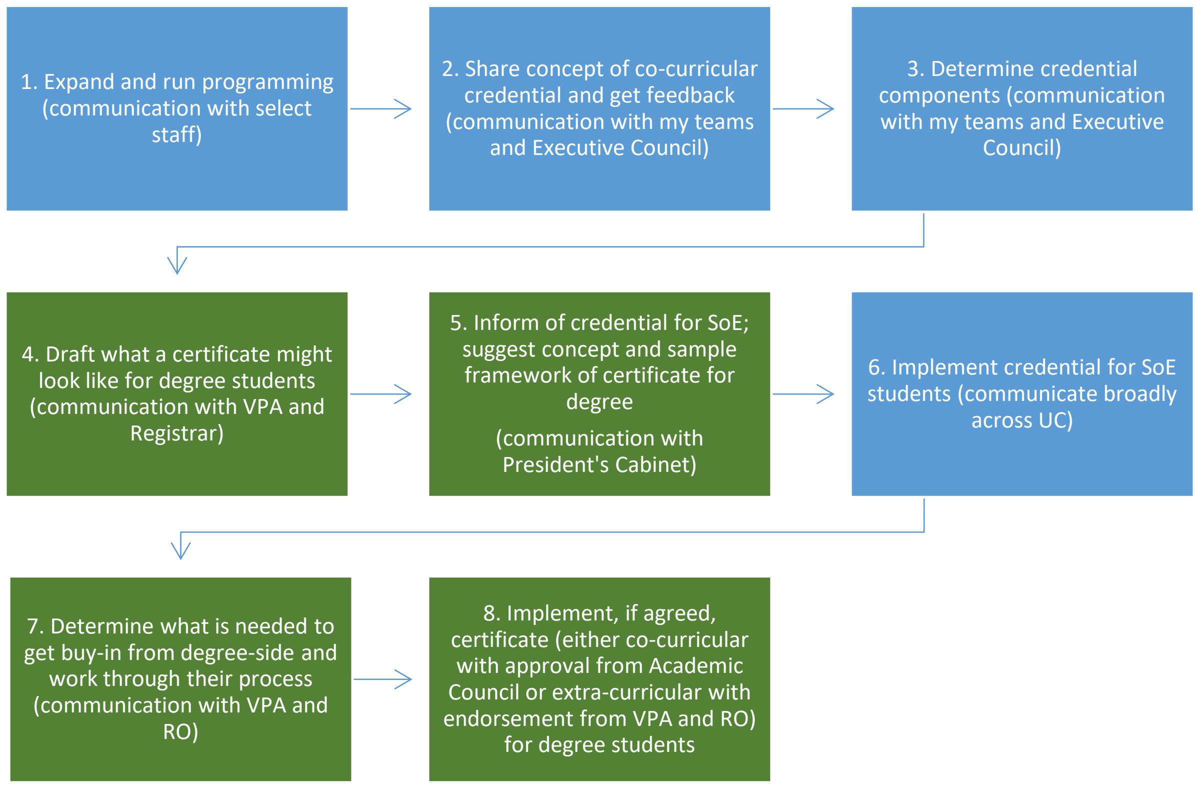
Stage 8

This stage would look very much like Stage 6, but instead of the SoE taking the lead on letting current and prospective students know about the certificate, either Residence and Student Experience (if extra-curricular) or the Registrar's Office (if co-curricular) would oversee this communication.

To address the need for staggered communication, the communication plan will be done in eight stages as shown in Figure 11.

Figure 11

Timeline for Communication



Communication Strategy

In the same way we undertake most changes, the participatory approach will be promoted. As shown in the communication plan, communication activities will include working groups, open forums, and informal conversations, all of which are examples of participatory communication activities (Russ, 2008). Although the main goal of participatory change is to build consensus (Russ, 2008), this strategy works best with a systems leadership approach because in order to see the big picture and find leverage points we need a variety of perspectives. No one person can know everything and so the more information is shared, the bigger the picture becomes which can help identify more leverage points. Thus, the participatory approach helps build our capacity to "see" systems which should then enable us to "go further to explore the relationships among these actors, the distribution of power, the institutional norms and constraints within which they operate, and the attitudes and assumptions that influence decisions" (Kania et al., 2018, p. 2). As a result of our side of the house operating in a very different manner than many other departments at KUC and main campus, sometimes frustrations arise because what seems like a logical change to us can be distrusted by others due to their unit's culture (beliefs, values, and behaviors). It is imperative that we consider these factors in our communication strategy.

Within this communication strategy, the tensions between the two sides of the house are considered, and therefore, taking a partial "submarine" approach to start might be the best course of action (Brown, 2014). This does not mean that we intend on being deceptive in getting our work done, but rather we are not drawing UC-wide attention to our project until it is well underway. In communicating change, it is essential to share information to bring all members of the organization together (Schulz-Knappe et al., 2019). Since the project in its beginning stages does not impact the formal curriculum (for students in degree studies), there is not yet the need to involve degree staff. Although faculty are technically not supposed to interfere in the work of Residence and Student Experience or Continuing Education, there may be some who will, as we have experienced in the past. This interference is quickly stopped by the President, but it does intensify the divide. As mentioned earlier, there is a desire by some faculty to keep KUC focused solely on degree concerns. By not having a "high profile" approach, we can "shield change projects from resistance by removing the focus for opposition" (Brown, 2014, p. 213). When the time comes to discuss a certificate model for degree students, we will move forward with a participatory approach that includes staff and faculty on the degree side, knowing that the level of our participation will be determined by the required amount of faculty involvement.

If the faculty are not interested in having a co-curricular certificate for their students at this time, we will not abandon the idea, but rather move forward with an extra-curricular credential that will not require any participation of faculty as it will not impact their curriculum. Perhaps if we can establish an extra-curricular certificate, in time, there may be a change in their willingness to revisit a co-curricular one. Being ready to support the faculty as they see fit is the best we can do, and with staff having a big picture perspective, this bump in the road will be more acceptable, even if it appears to be counter to their own culture of focusing on student needs. As mentioned at the beginning of this chapter, focusing our efforts on the hidden and informal curriculum may result in shifting the formal curriculum, thereby creating a new viewpoint within the organization.

This communication plan and strategy are set up to address changing stakeholders and ensure that they have opportunities to be involved in the project. Having a participatory approach to communication should aid in the implementation of a change that could possibly affect both students and staff throughout the organization.

Chapter 3 Conclusion

In this Chapter, I examined my change implementation, monitoring and evaluation and communication plans. In these plans, addressing both my leadership style and organizational culture is essential as acknowledging my contextual framework reiterates that neither the teams within my portfolio nor my institution is an island onto itself. In the changes we undertake, we need to be cognizant of our surroundings; we need to see the larger system even if we believe the change should be limited in scope. Within systems there is a ripple effect, regardless of intention, and being aware of and proactive about seeing this ripple will aid in the implementation, monitoring and evaluation as well as the communication of the change plan. Being able to see the larger system allows us to anticipate resistance and either steer clear of it, if possible, or address it in an informed manner that attends to the culture of units that may not have the same perceptions as our own units do.

Reflections and Future Considerations

Reflecting on this three-year doctoral journey, I feel that I have grown in my leadership due to the knowledge I have acquired and am eager to continue learning more through intent listening and researching. From the first course, I began to question my assumptions about what I thought were general understandings in the university environment. I had assumed that people throughout the system were aware and admitting, even if grudgingly, that universities needed to be entrepreneurial in course offerings, teaching opportunities, and even some neoliberalist ventures as a means of dealing with declining government support. I had thought that having more students accessing higher education would be perceived as a good thing by all; I had not considered that some would want to restore the university within the ivory tower. What seems logical to me may not be logical to others; thus, the way in which the system is perceived by the leader could be a limitation of this leadership style.

Although I knew that staff were sometimes resistant to change because they could lose employment if things went awry, it still surprised me when I was told that the “system” wouldn’t allow for a square peg to fit into a round hole; the bureaucratic tendency within the system was much more common and complex than I had imagined. Since the university has always been proud of its inventive spirit, I had thought figuring out new ways of operating would be welcomed. The disconnect between what the university said about itself and how it functioned confused me. Additionally, I had not considered that tenured faculty might be resistant to change due to knowledge gaps or concerns that they will lose personal or group identity (Buller; 2015; Leask, 2015; Schein & Schein, 2017). Not understanding the underlying issues at play led me to believe that some of the resistance I had been encountering was perhaps personal or elitist which influenced my desire to maintain silos, keeping our activities on our side of the house.

As a person who sees systems, I appreciate the fact that making changes with the intention of improving the student experience in one area may impact another. I had not considered that others in the system do not share this vision of improving student support. Even though as a UC, the consumers of our services are students, the very thought that education is in any way associated with a business mindset is abhorrent to many. Students who have great experiences make better advocates for the university and this can only enhance the university's reputation which in turn benefits those who study and work in it. Prior to this doctoral experience, I had not taken the time to delve deeply into the rationale behind the resistance. I just put projects on hold, continued to talk with staff that could influence decision-makers, and waited until an opportunity presented itself. Although I am still not certain how to maneuver the reality that without students, we have no workplace, in relation to the ideals of the ivory tower. Nor am I certain I believe the academia should be absolutely protected from HEIs' economic truths. By having a better understanding of such things as governance structures, change readiness, and change leadership, I have increased confidence in my ability to influence the cultivation of an environment that might be more open to changes to improve the student experience. I cannot assume to know all the antecedents that might be at play in any given situation and so need to spend more time listening deeply. This leads me to future considerations.

This OIP has the potential to have a strong impact on the KUC ecosystem. If we are able to build bridges by working together on this initiative, then perhaps our house can take down some of the divisive walls, becoming more open in concept. If everyone is truly looking for ways to educate students in a manner that could improve society while also supporting the economy by having a workforce skilled in having intercultural relationships, our focusing on building opportunities for purposeful interactions might not only be well-received but also motivating.

Understanding the value of acknowledging learning that occurs outside the classroom is valuable for stakeholders. Whether it be the President and the executive team, the student-facing staff, or the students themselves, knowing that students benefit from being able to showcase their skills is constructive when looking to the future. Intercultural competency development, in particular intercultural learning through purposeful interactions, is a skill that can aid in the prevention of marginalization and assimilation of individual international students who we as a country and as an institution say we welcome. Furthermore, encouraging domestic students to develop empathy and expand their lifeworlds to include a variety of cultural perspectives prepares them well in this era of globalization (Killick, 2015).

Now is the time for higher education to take up the challenge of addressing the lack of understanding of cultures different from one's own. This past year, amid the pandemic, we have seen the rise of anti-hate movements such as Black Lives Matter and Stop Asian Hate, along with the ongoing protests to acknowledge the continual oppression of Indigenous communities, in order to bring attention to the increase of hate actions. Considering elements of physical distancing and social isolation in tandem with anxiety and fear, all consequences of this pandemic, individuals' lifeworld have become smaller, narrower in scope. It is not that surprising that people are becoming less and less inclined to seek out closer connections and to learn more about one another's perspectives through meaningful interactions. Learning more about how others see the world is a key outcome of a university education. Universities are to contribute to the betterment of both the economy and society. Preparing students for the workplace should include expanding students' intercultural competences in this globalized era. The need to have a more empathic and tolerant society is ever increasing. When observing a fuller view of the university system, it is conceivable that having students learn more about others through engaging in purposeful interactions could have a significant, positive impact on society.

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Appendix A: Permission to Use Image

Hello Tanya -

You are welcome to use the image of Complex Adaptive Systems. Our Intellectual Property policy is very open, saying we want our materials to be widely used. There are only two requests that we make:

1. When you use our resources, cite the source so that others who are interested can find out more about HSD.

2. When you learn something in using it, please share your learning with others.

Kind regards,

Barbara Capps

Executive Assistant

HUMAN SYSTEMS
DYNAMICS INSTITUTE

50 East Golden Lake Road

Circle Pines, MN 55014 USA

hsdinstitute.org

Facebook | YouTube | LinkedIn

On Mon, Jul 19, 2021 at 11:03 AM <info@hsdinstitute.org> wrote:

HSD Institute Contact Form Submission

Submission Details:

Name:	Tanya Missere Mihas
Message:	Hello - I would like to use the image of Complex Adaptive Systems within my Organizational Improvement Plan. The statement below the image says, "Use with Permission". Would I be able to use it? Thank you, Tanya

Appendix B: OCC Survey Instrument

The following questionnaire employs a scale from 1 to 10 with 1 being ‘almost never’ and 10 being ‘always’.

Item #	*Question*
	Do the unit leader(s)
01	*protect the core values while encouraging change?*
02	*consistently articulate an inspiring vision of the future?*
03	*show courage in their support of change initiatives?*
04	*demonstrate humility while fiercely pursuing the vision?*
	Do we have an organizational culture that
05	*values innovation and change?*
06	*attracts and retains creative people?*
07	*provides resources to experiment with new ideas?*
08	*allows people to take risks and occasionally fail?*
	Does information flow effectively
09	*from executives to workers?*
10	*in a timely fashion?*
11	*across organizational units?*
12	*from customers to the business unit?*
	Do middle managers in this organizational unit
13	*effectively link top executives with frontline employees?*
14	*show commitment to the organization’s well-being?*
15	*balance change initiatives while getting work done?*
16	*voice dissent constructively?*
	Do frontline employees
17	*open themselves to consider change proposals?*
18	*have opportunities to voice their concerns about change?*
19	*generally know how change will help the business unit?*
20	*generally view top management as trustworthy?*
	Do employees throughout the organizational unit
21	*experience consequences for outcomes of their actions?*
22	*meet deadlines and honor resource commitments?*
23	*accept responsibility for getting work done?*
24	*have clear roles for who has to do what?*

	Do change champions recognize the
25	*interdependent systems implications of change?*
26	*importance of institutionalizing change?*
27	*need to realign incentives with desired changes?*
28	*value of addressing causes rather than symptoms?*
	Do we have change champion(s) who
29	*command the respect of the members in the unit?*
30	*possess good interpersonal skills?*
31	*are willing and able to challenge the status quo?*
32	*have the will and creativity to bring about change?*

Adapted from Judge, W. Q. (2011). *Building organizational capacity for change: the strategic leader's new mandate* (1st ed.). Business Expert Press.[1]

Appendix C: Implementation Plan

Change Path Model Stages	Implementation Actions
Awakening	1) Assess the timing of this initiative; move forward when system looks like it can handle the change (done) 2) Talk to individual stakeholders in SoE and Student Affairs, one-on-one, to get their input on the change, including asking who they all believe should be present (1-2 months) 3) Share vision with President (1 month) 4) Bring components of rationale for change to various forums to start people thinking about the possibilities (ongoing)
Mobilization	1) Set up a group meeting with individual stakeholders (and open to others who have interest in the project) to discuss the project and consider next steps (2-3 months) 2) Ensure that those involved in the project have the bandwidth to take on the work (2-3 months) 3) Create subcommittees (based on individuals' areas of expertise and interest) to gather data on possible existing elements of the credential, to consider various additional components of the credential, and to discern pros/cons of micro-credential vs certificate (4-6 months) 4) Work with the team to establish program logic model (4-6 months) 5) Gain the support from the executive team for this change (1-2 months) 6) Watch for opportunities to share vision with those outside our teams to form possible collaborations (ongoing)
Acceleration	1) Secure the student information software system and make sure people are trained to use it (4-6 months) 2) Continue meeting with the larger committee while also supporting subcommittees to work through the program logic model (4-6 months) 3) Keep Executive team abreast of our successes and highlight the teams' work across the UC (ongoing) 4) Continue to watch for opportunities to share context with those outside our teams to form possible collaborations (ongoing)
Institutionalization	1) Monitor and evaluate our efforts via the program logic model (3-5 months) 2) Make modifications as needed (2-4 months) 3) Have President speak to the initiative's success (2-4 months) 4) Once the team is feeling confidant in implementation, have intentional discussion with VPAD to see if degree-side might be interested in working with us (1-2 months); if so, move through CPM as needed to bring that area into the project (>1 year)

Appendix D: Program Logic Model

Table D1

Program Logic Model: Overall Inputs, Impact and Outcomes

Overall Inputs	
1. Human (Professional and Student staff) - Staff in Student Life - Student Life (SL)experts at main campus - Staff in academic units at KUC and main campus - Executive team support via VP	2. Structural (tools) - Student information system (SIS) - Surveys (Qualtrics) - Certification (in place at main campus in addition to a new certificate awarded by UC)

See Table A2

Specific Inputs
Activities
Outputs

Outcomes

1.Increased participation in one-on-one conversations between domestic and international students
2.Increased interest in domestic student participation in other intercultural opportunities
3.Increased interest in international student participation in on-campus activities
4.Increased purposeful interactions to achieve course objectives
5. Creation of co-curricular certificate for SoE students and framework for certificate for degree students
6. Increased awareness of importance of expanding lifeworlds

Impact	
1. Improved intercultural awareness - measured by asking students to reflect on a significant change in intercultural knowledge, skills, or attitudes in already existing end of term survey and asking alumni via survey if their experiences impact their current work. 2. Increased joint (domestic and international student) participation in courses/activities leading to certificates - measured by certificate completion numbers	3. Increased student engagement - measured through attendance (in programs, events, activities) and applications (for peer leader roles) 4. Increased student satisfaction and retention - measured through surveys, check-in meetings and statistics from SIS 5. Increased collaboration across KUC units - measured by qualitive feedback elicited from staff 6. Increased student agency re: creating an interculturally-aware environment throughout KUC

Table D2

Program Logic Model: Specific Input, Activities and Output to Achieve Outcomes

Specific Inputs	Activities	Outputs [#s] see outcomes above
Manager, Student Life; Associate Director, Housing; Coordinators of UC's International Office & Student Life and Continuing Education	1. Compile participation data for all existing programming that could be included in this initiative	Data set from which we can measure outputs
Manager, Student Life; Associate Director, Housing;	2. Running programming with meaningful interactions: a. Providing students with modules for completion	Residents and SoE students Students completing modules courses (SoE 90% and residents in degree studies 70%)
Coordinators of UC's International Office & Student Life and Continuing Education; support staff at UC and at main campus; intercultural experts (SL staff) from main campus	b. Continuing current programming that meets criteria (such as Conversation Partners)	Students in residence participation will increase by 25%
Manager, Student Life; Associate Director, Housing; Leadership Coordinator (SL staff) main campus	c. Involving more UC students in Leadership courses offered through main campus	Students registered in SoE [40]); students in UC residence [20]
Peer Leaders; Volunteer student groups; Manager, Student Life; Coordinator, Student Life; Support staff across UC	d. Expanding UC events and activities to ensure every student group is considered	Event and activity increase of 25%
Executive team	3. Ensure student representation on various UC committees is comprised of both domestic and international students	UC-wide committees [3-5] will have both international and domestic students sharing perspectives
Manager, Student Life; Coordinator, Student Life	4. Growing Peer Leader program to expand interactions	Increase student-led initiatives with intercultural interactions by 25%
Coordinators of UC's International Office & Student Life and Continuing Education	5. Working across units to determine what a co-curricular certificate for SoE students would entail while framing components for degree students	Establish a portfolio of pre-approved activities [15-20] for co-curricular certificate for SoE students and start building portfolio of pre-approved activities for degree students